The 2024 IAFOR Spring Conference Series in Tokyo

March 25-29, 2024 | Tokyo, Japan

The 10th Asian Conference on Education & International Development
The 14th Asian Conference on Psychology & the Behavioral Sciences
The 10th Asian Conference on Aging & Gerontology

PROGRAMME & ABSTRACT BOOK

Organised by The International Academic Forum (IAFOR) in partnership with the IAFOR Research Centre at the Osaka School of International Public Policy (OSIPP) at Osaka University, Japan, and IAFOR’s Global Partners
Dear Friends and Colleagues,

I am delighted to welcome you to the wonderful city of Tokyo, and to Japan, the International Academic Forum’s home for our Spring Event, and to the Asian Conferences on Education and International Development (ACEID2024), Psychology and the Behavioral Sciences (ACP2024), and Gerontology and Aging (AGen2024).

The beginning of spring is a special time of year to visit as the country is covered in sprays of delicate pink as the famous cherry blossoms appear. In our conference, I like to think this is a lovely metaphor for the blooming of new ideas, friendships and research partnerships that the season also brings.

IAFOR is dedicated to encouraging interdisciplinary discussion, facilitating intercultural awareness and promoting international exchange, and our conference lives up to this mission, as our conference will bring together some 740 attendees from more than 60 countries!

The two days of interdisciplinary plenary programme will encourage reflection across the disciplines on some of the most pressing issues not only in our respective fields, but more globally, and underline the importance of engagement across disciplinary, national, and cultural borders. This will then be followed by two days of parallel presentation sessions, and then finally by our online day of live presentations, which will also be made available on demand.

I encourage your active participation throughout the event, and to attend as much as is possible both in your field, and in those in which you are interested in developing research partnerships.

I look forward to meeting you all.

Warmest regards,

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
International Academic Board

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Professor Jun Arima, President, IAFOR & University of Tokyo, Japan
Professor Anne Boddington, Executive Vice-President and Provost, IAFOR & Middlesex University, United Kingdom
Professor Barbara Lockee, Virginia Tech, United States
Professor Donald E. Hall, Binghamton University, United States
Dr James W. McNally, University of Michigan, United States & NACDA Program on Aging
Professor Haruko Satoh, Osaka University, Japan
Professor Grant Black, Chuo University, Japan
Professor Dexter Da Silva, Keisen University, Japan
Professor Gary E. Swanson, University of Northern Colorado, United States (fmr.)
Professor Baden Offord, Centre for Human Rights Education, Curtin University, Australia & Cultural Studies Association of Australasia
Professor Frank S. Ravitch, Michigan State University College of Law, United States
Professor William Baber, Kyoto University, Japan

ACEID2024 Conference Programme Committee

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Dr Joseph Haldane, IAFOR and Osaka University, Japan, & University College London, United Kingdom
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Professor Barbara Lockee, Virginia Tech, United States
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Professor Farish Noor, University of Malaya, Malaysia
Professor Haruko Satoh, Osaka University, Japan
Dr Krisna Uk, Association for Asian Studies (AAS)

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Professor Dexter Da Silva, Keisen University, Japan
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Dr Rosiyani Rosiyiani, Tarumanagara University, Indonesia
Professor Monty P. Satiadarma, Tarumanagara University, Indonesia
Dr Brian Victoria, Oxford Centre for Buddhist Studies, United States

AGen2024 Conference Programme Committee

Dr Joseph Haldane, The International Academic Forum (IAFOR), Japan
Dr James W. McNally, University of Michigan, United States & NACDA Program on Aging
Professor Sela V. Panapasa, University of Michigan, United States
Lowell Sheppard, Never Too Late Academy, Japan
Become an IAFOR Member

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

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

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

To learn more about IAFOR membership, please visit:

www.iafor.org/membership
ACEID/ACP/AGen2024
Key Statistics

747 DELEGATES
FROM 63 COUNTRIES

52% University Professor
29% University Student
9% Other
7% Public Sector/Practitioner
2% Independent Scholar
1% Private Sector

Education
55% Doctoral Degree
34% Masters Degree
11% Bachelors Degree

Top Five Streams
1. Aging and Gerontology (56)
2. Mental Health (50)
3. Psychology and Education (42)
4. Teaching Experiences, Pedagogy, Practice & Praxis (40)
5. Learning Experiences, Student Learning & Learner Diversity (40)

Keyword Frequency Across Titles
1. Mental Health
2. Well-Being
3. Care
4. Demographic
5. AI
6. Conflict
7. Ethics
8. Peace
9. Silver Economy
10. Migration

Multiple Authored vs. Single Authored Submissions
62%
38%
Inspiring Global Collaborations

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

ACEID/ACP/AGen2024 has attracted 700+ delegates from 60+ countries

<table>
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<tr>
<th>Country</th>
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<td>Taiwan</td>
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Total Attendees: 747
Total Onsite Presenters: 448
Total Online Presenters: 183
Total Audience: 116
Total Countries: 63
Inspiring Global Collaborations

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

ACEID/ACP/AGen2024 has attracted 700+ delegates from 60+ countries:

- Taiwan 83
- Philippines 62
- United States 58
- Indonesia 55
- Hong Kong 48
- Singapore 48
- Japan 46
- Thailand 43
- Australia 36
- China 29
- India 20
- Canada 17
- United Kingdom 17
- Malaysia 14
- New Zealand 12
- United Arab Emirates 11
- Czech Republic 10
- Italy 10
- Israel 9
- South Korea 9
- Vietnam 9
- Saudi Arabia 7
- South Africa 7
- France 6
- Namibia 5
- Brazil 4
- Germany 4
- Mexico 4
- Oman 4
- Pakistan 4
- Spain 4
- Austria 3
- Panama 3
- Turkey 3
- Bangladesh 2
- Botswana 2
- Ghana 2
- Iran 2
- Ireland 2
- Macao 2
- Malta 2
- Netherlands 2
- Poland 2
- Qatar 2
- Serbia 2
- Sri Lanka 2
- Sweden 2
- Algeria 1
- Argentina 1
- Belgium 1
- Belize 1
- Cambodia 1
- Croatia 1
- Greece 1
- Kazakhstan 1

Total Attendees 747
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Total Audience 116
Total Countries 63
Where tradition and innovation inspire

IAFOR Kyoto Conference Series
October 15-19, 2024 | Kyoto, Japan & Online

The 15th Asian Conference on Media, Communication & Film (MediAsia2024)
The 5th Kyoto Conference on Arts, Media & Culture (KAMC2024)

Call for Papers Now Open

Where will your ideas take you next?

Visit iafor.org/conferences for more information about our upcoming events
Conference Venue: Monday, March 25 to Thursday, March 28
Toshi Center Hotel
Address: Hirakawacho 2-4-1, Chiyoda Ku, Tokyo
March 25 | All times are Japan Standard Time (UTC+9)
Monday at a Glance

Conference Venue: Toshi Center Hotel, Tokyo

10:00-11:00  Conference Check-in & Coffee | Subaru Room (5F)

11:00-11:05  Announcements | Orion Hall (5F)

11:05-11:30  Welcome Address & Recognition of IAFOR Scholarship Winners | Orion Hall (5F)
Joseph Haldane, The International Academic Forum (IAFOR), Japan

11:30-12:15  Keynote Presentation | Orion Hall (5F)
*Healing the Scars of War: Teaching for Peace through Higher Education in Divided and Conflict-Affected Contexts*
Kevin Kester, Seoul National University, South Korea

12:15-12:30  Conference Photograph | Orion Hall (5F)

12:30-13:45  Lunch Break

13:45-14:30  Keynote Presentation | Orion Hall (5F)
*Dealing with the New as We get Old: AI, Aging, and Ethical Issues*
Keith Miller, University of Missouri-St. Louis, United States

14:30-15:00  Extended Coffee Break | Subaru Room (5F)

15:00-16:00  Conference Poster Session 1 | Orion Hall (5F)

16:00-17:00  Welcome Reception | 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)
Tuesday at a Glance

Conference Venue: Toshi Center Hotel, Tokyo

09:15-09:45  Conference Check-in & Coffee | Subaru Room (5F)
09:45-10:00  Announcements & Welcome Address | Orion Hall (5F)
10:00-10:45  **Keynote Presentation | Orion Hall (5F)**
              *On People and Ageing: Opportunities in an Overlooked and Misunderstood Market Segment*
              Adela Balderas Cejudo, University of Oxford, United Kingdom

10:45-11:15  **Keynote Presentation | Orion Hall (5F)**
              *Japan as a Role Model for Ultra-Aging Societies: Innovation and Sustainability in Universal Access Healthcare*
              Robert E. Claar, HekaBio, Japan

11:15-11:45  **Featured Presentation | Orion Hall (5F)**
              *Getting Old, Staying Young? Studying Older Adults’ Well-Being*
              Miriam Sang-Ah Park, Nottingham Trent University, United Kingdom

11:45-13:00  Lunch Break

13:00-13:30  **Featured Presentation | Orion Hall (5F)**
              *Transforming Mental Healthcare While Harnessing Artificial Intelligence*
              Bhanu Ranjan, SP Jain School of Global Management, Singapore

13:30-14:00  **Keynote Presentation | Orion Hall (5F)**
              *Critical Review on Changing Characteristics of Japan’s Development Assistance and Some Responses of Civil Society*
              Kiyotaka Takahashi, Keisen University, Japan

14:00-15:00  **Moderated Panel Discussion | Orion Hall (5F)**
              *Panel Series: Communication and Education for Peace*
              Brendan Howe, Ewha Womans University, South Korea
              Dexter Da Silva, Keisen University, Japan
              Moderated by: Joseph Haldane, IAFOR, Japan

15:00-15:30  Extended Coffee Break

15:30-16:30  **Conference Poster Session 2 | Orion Hall (5F)**
March 27 | All times are Japan Standard Time (UTC+9)
Wednesday at a Glance

Conference Venue: Toshi Center Hotel, Tokyo

08:30-09:15  Conference Check-in & Coffee | 6F

09:15-10:55  Onsite Parallel Session 1
Room 603: AGen | Aging and Gerontology
Room 604: AGen | Frailty
Room 605: ACP | Psychology and Education
Room 607: ACP | Mental Health & Professions
Room 608: ACEID | Education & Contemporary Development Issues
Room 609: ACEID | Education & Differences: Counselling, Guidance, and Adjustment in Education
Room 702: ACEID | Teaching Experiences & Languages Education
Room 707: ACEID | Learning Experiences, Student Learning & Learner Diversity
Room 708: ACEID | Teaching Experiences, Pedagogy, Practice & Praxis

10:55-11:10  Coffee Break

11:10-12:50  Onsite Parallel Session 2
Room 603: AGen | Interdisciplinary, Multidisciplinary Research
Room 604: AGen | Public Policy
Room 605: ACP | Psychology and Education
Room 607: ACP | Mental Health and Industrial Organization
Room 608: ACEID | Education & Contemporary Development Issues
Room 609: ACEID | Curriculum Design & Professional Development
Room 702: ACEID | Education, Sustainability & Social Development
Room 707: ACEID | Learning Experiences, Student Learning & Learner Diversity
Room 708: ACEID | International Education

12:50-13:05  Coffee Break
March 27 | All times are Japan Standard Time (UTC+9)

Wednesday at a Glance

Conference Venue: Toshi Center Hotel, Tokyo

13:05-14:20 Onsite Parallel Session 3
Room 603: AGen | Resources for Gerontological Research, Training & Education (Workshop)
Room 604: ACEID | Best Practices of Instructional Language (Workshop)
Room 605: ACP | Bridging the Gap Between Immigrants and Their Families (Panel)
Room 607: ACP | Psychology, Mental Health, and Social Media
Room 608: ACEID | No Session
Room 609: ACEID | Voice Care for Educators and Public Speakers (Workshop)
Room 702: ACEID | Teaching Experiences, Pedagogy, Practice & Praxis (Workshop)
Room 707: ACEID | Challenging & Preserving: Culture, Inter/Multiculturalism & Language
Room 708: ACEID | School Funding Strategies (Workshop)

14:20-14:35 Coffee Break

14:35-16:15 Onsite Parallel Session 4
Room 603: AGen | Aging and Gerontology
Room 604: AGen | Lifespan Health Promotion
Room 605: ACP | Psychology and Education
Room 607: ACP | Mental Health
Room 608: ACEID | Interdisciplinary, Multidisciplinary & Transdisciplinary Education
Room 609: ACEID | Language Development & Literacy
Room 702: ACEID | Teaching Experiences, Pedagogy, Practice & Praxis
Room 707: ACEID | Language Education in Multilingual and Multicultural Context
Room 708: ACEID | Curriculum Design & Development

16:15-16:30 Coffee Break

16:30-18:10 Onsite Parallel Session 5
Room 603: AGen | Aging and Gerontology
Room 604: AGen | Built Environment
Room 605: ACP | Mental Health, Psychology & Education
Room 607: ACP | Psychology, Mental & Physical Health
Room 608: ACEID | Interdisciplinary, Multidisciplinary & Transdisciplinary Education
Room 609: ACEID | Innovative Technologies in Education
Room 702: ACEID | Higher Education
Room 707: ACEID | Design, Implementation & Assessment of Innovative Technologies in Education
Room 708: ACEID | Curriculum Design & Development
March 28 | All times are Japan Standard Time (UTC+9)
Thursday at a Glance

Conference Venue: Toshi Center Hotel, Tokyo

08:30-09:15  Conference Check-in & Coffee | 6F

09:15-10:55  Onsite Parallel Session 1
Room 603: ACEID | Educational Policy, Leadership, Management & Administration
Room 604: ACP | Psychology, Mental Health & COVID-19
Room 605: ACP | General Psychology
Room 607: ACP | Mental Health & Behavioural Science
Room 608: AGen | Aging and Gerontology
Room 609: ACP | Psychology, Mental Health & Technology
Room 702: ACEID | Teaching Experiences, Pedagogy, Practice & Praxis
Room 704: ACEID | Innovation & Technology
Room 707: ACEID | Learning Experiences, Student Learning & Learner Diversity
Room 708: ACEID | Professional Development in Higher Education

10:55-11:10  Coffee Break

11:10-12:50  Onsite Parallel Session 2
Room 603: ACEID | Educational Policy, Leadership, Management & Administration
Room 604: ACP | Psychology & Behavioural Science
Room 605: ACP | Mental Health & Community Development
Room 607: ACP | Psychology and Education
Room 608: AGen | Loneliness
Room 609: ACP | Psychology, Mental Health & Physical Well-Being
Room 702: ACEID | Teaching Experiences, Pedagogy, Practice & Praxis
Room 704: ACEID | Innovation & Technology
Room 707: ACEID | Learning Experiences, Student Learning & Learner Diversity
Room 708: ACEID | Higher Education

12:50-13:05  Coffee Break
March 28 | 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: ACEID | Education Policy & Education Development
Room 604: ACP | Psychology & Behavioural Science
Room 605: ACP | Mental Health & Therapy
Room 607: ACP | Psychology and Education
Room 608: AGen | Aging and Gerontology
Room 609: ACP | Psychology & Self-Consciousness
Room 702: ACEID | Teaching Experiences, Pedagogy, Practice & Praxis
Room 704: ACEID | Innovative Technologies in Education
Room 707: ACEID | Learning Experiences, Student Learning & Learner Diversity
Room 708: ACEID | Lifelong Learning & Resiliency in Education

14:45-15:00 Coffee Break

15:00-16:40 Onsite Parallel Session 4
Room 603: ACEID | Educational Policy, Leadership, Management & Administration
Room 604: ACP | Interdisciplinary Research, Psychology & Mental Health
Room 605: ACEID | Foreign Languages Education & Applied Linguistics
Room 607: ACP | Psychology and Education
Room 608: AGen | Aging and Gerontology
Room 609: AGen | Aging and Gerontology
Room 702: ACEID | Primary & Secondary Education
Room 704: ACEID | Teaching Experiences, Innovation & Technology
Room 707: ACEID | Education & Society
Room 708: ACEID | Professional Development & Concerns in Education

16:45-17:00 Closing Session | Room 608 (6F)
March 29 | All times are Japan Standard Time (UTC+9)

Friday at a Glance

Conference Venue: Online via Zoom

07:55-08:00    Message from IAFOR

08:00-08:45    Keynote Presentation
Filial Piety and its Discontents Variation in Evaluating Adult Children as “Filial” by Older Parents in Rural China
Merril Silverstein, Syracuse University, United States

08:45-09:00    Break

09:00-10:40    Online Parallel Session 1
Room A (Live-Stream): ACEID | Learning Experiences, Student Learning & Learner Diversity
Room B (Live-Stream): ACEID | Design, Implementation & Assessment of Innovative Technologies in Education
Room C (Live-Stream): ACEID | Professional Training, Development & Concerns in Education
Room D (Live-Stream): AGen | Aging and Gerontology
Room E (Live-Stream): ACP | Industrial Organization and Organization Theory

10:40-10:50    Break

10:50-12:30    Online Parallel Session 2
Room A (Live-Stream): ACEID | Learning Experiences, Student Learning & Learner Diversity
Room B (Live-Stream): ACEID | Foreign Languages Education & Applied Linguistics
Room C (Live-Stream): ACEID | Teaching Experiences, Pedagogy, Practice & Praxis
Room D (Live-Stream): AGen | Aging and Gerontology
Room E (Live-Stream): ACP | Psychology, Mental Health & Behavioral Science

12:30-12:40    Break
March 29 | All times are Japan Standard Time (UTC+9)
Friday at a Glance

Conference Venue: Online via Zoom

12:40-14:20  **Online Parallel Session 3**
Room A (Live-Stream): ACEID | Primary & Secondary Education
Room B (Live-Stream): ACEID | International Education
Room C (Live-Stream): ACEID | Higher Education
Room D (Live-Stream): ACP | Aging and Gerontology
Room E (Live-Stream): ACP | Psychology and Education

14:20-14:30  **Break**

14:30-16:10  **Online Parallel Session 4**
Room A (Live-Stream): ACEID | Learning Experiences, Student Learning & Learner Diversity
Room B (Live-Stream): ACEID | Education & Difference: Special Education
Room C (Live-Stream): ACEID | Higher Education
Room D (Live-Stream): ACP | Qualitative/Quantitative Research in any other area of Psychology
Room E (Live-Stream): ACP | Psychology and Education

16:10-16:15  **Message from IAFOR**
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 25 | 10:00-16:30 – Toshi Center Hotel – Subaru Room (5F)
Tuesday, March 26 | 09:15-16:00  – Toshi Center Hotel – Subaru Room (5F)
Wednesday, March 27 | 08:30-17:30 – Toshi Center Hotel – 6F
Thursday, March 28 | 08:30-16:00 – Toshi Center Hotel – 6F
Friday, 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.

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

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

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

Refreshment Breaks

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

Welcome Reception

There is a welcome reception following the Poster presentation on Monday, March 25 from 16:00-17:00. The welcome reception will take place in Orion Hall (5F), where delegates can enjoy stimulating conversation along with a variety of beverages and Japanese snacks.

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 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 26, 2024, through the online system. The proceedings will be published on Friday, June 7, 2024.

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 8, 2024. 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 Friday, April 26, 2024.

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.
Yokoso!
That’s “welcome” in Japanese (⁎^_^⁎)♡

The 16th Asian Conference on Education (ACE2024)
November 26-29, 2024 | Tokyo, Japan & Online
Call for Papers Now Open

Where will your ideas take you next?
Visit iafor.org/conferences for more information about our upcoming events
Think Big.

IAFOR London Conference Series
July 11-15, 2024 | London, United Kingdom & Online

The 12th European Conference on Education
The 12th European Conference on Language Learning
The 12th European Conference on Arts & Humanities
The 4th European Conference on Aging & Gerontology

Call for Papers Now Open

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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?**

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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.

**ACEID2024 Scholarship Recipients**

Afifah Afifah (Oral Presentation)  
76520 | Preserving Academic Integrity in the Age of AI  
Ms Afifah is a dedicated graduate student in English Education at the State University of Yogyakarta, Indonesia.

Isalyn Camungol (Oral Presentation)  
78088 | Systematic Review of the Potential Benefits and Threats of ChatGPT in Physics Education: A PRISMA-Based Approach  
Ms Isalyn Camungol is currently an Assistant Professor at Colegio de Muntinlupa, Philippines.

Jing Chen (Virtual Poster Presentation)  
79062 | The Effect of Personalisation Principles on Student Achievement, Perceived Presence and Motivation During Immersive Virtual Field Trips  
Ms Jing Chen is presently enrolled in a doctoral program specialising in Multimedia Instructional Design and Evaluation at Universiti Sains Malaysia, Malaysia.

John Franklin Dresser (Virtual Presentation)  
74578 | Campus Wellness Program Design: The Practice of Public Schools  
Dr John Franklin Dresser is a current Education Program Supervisor in the Division of El Salvador City, Philippines.

Jinru Huang (Oral Presentation)  
78236 | Instrumentalisation and Exploitation of Accountability in the Education Sector  
Mr Jinru Huang is currently a Teaching Fellow in Global Development and Education at the University of Leeds, United Kingdom.

Jay-R Leonidas (Oral Presentation)  
78101 | Instructional Guide Material (IGM) for Peer-Assisted Learning Strategy (PALS) in Mathematics 10  
Mr Jay-R Leonidas is a School Administrator at Mother Theresa Colegio de Iriga, Inc. in the Philippines.

Guru Trisha Singh (Live-Stream Presentation)  
78200 | Commercialised Education and Sustainability: Examining the Hidden Costs of Shadow Education on Students’ Psychological and Cognitive Well-Being in India  
Mr Guru Trisha Singh is currently serving as an Assistant Professor in Education (Pedagogy of Hindi) at Swami Vivekanand College of Education, India.

Benjamin Tatira (Oral Presentation)  
76668 | Schema Development in Application of Integration: The Case of Kinematics  
Dr Benjamin Tatira is a Senior Lecturer of Mathematics Education at Walter Sisulu University, South Africa.

Zhu Zhang (Live-Stream Presentation)  
76775 | ASMR Videos and Its Application in EFL Learning, an Exploratory Study  
Ms Zhu Zhang is currently a PhD candidate at the University of Derby, United Kingdom.

**ACP2024 Scholarship Recipients**

Venise Buenaflor (Virtual Presentation)  
78377 | Effect of Expressive Arts Therapy on the Mental Health Challenges of Women Deprived of Liberty  
Ms Venise Buenaflor is currently a Registered Psychometrician and a full-time faculty member at the University of St. La Salle-Bacolod, Philippines.
Hayley Irusen (Poster Presentation)
75638 | Decisional Conflict is Associated with Treatment Modality and not Disease Knowledge in South African Men with Prostate Cancer
Dr Hayley Irusen is currently a postdoctoral fellow at the Stellenbosch University, Cape Town, South Africa.

Laurence Lingat (Virtual Presentation)
77738 | Bata Bata Paano Ka Ginawa?: The Effects of Child-Rearing on Developing Gender Identity
Mr Laurence Lingat is a University Instructor at Central Luzon State University, Philippines.

Sylvia Mukasa (Live-Stream Presentation)
77864 | Counseling Education Through the Diversity Lens: Examining the International Counseling Students and Practitioner’s Educational and Supervisory Needs
Ms Sylvia Mukasa is a PhD student at the University of Pennsylvania, United States.

Diep Nguyen (Oral Presentation)
75292 | Word-of-mouth Intention Among Youths in a Developing Country: Moderating Role of Green Promotion and Mediating Role of Green Brand Loyalty
Ms Diep Nguyen is a PhD student at Duy Tan University, Vietnam.

AGen2024 Scholarship Recipients

Abhishek Anand (Oral Presentation)
76418 | Exploring Multimorbidity Clusters in Relation to Healthcare Use and Its Impact on Self-Rated Health Among Older People in India
Mr Abhishek Anand is currently a PhD candidate at the International Institute for Population Science, India.

Sasanka Boro (Oral Presentation)
76909 | Gender Differences Across Lifecourse Socio-Economic Position and Cognition in Late Life Among Older Adults in India
Mr Sasanka Boro is a PhD student in Biostatistics and Demography at the IIPS Mumbai, India.

Sharifah Rose Ee (Virtual Presentation)
76996 | Engaging Older Groups in Co-designing Inclusive and Sustainable Digital Health Technologies
Ms Sharifah Rose Ee is currently a PhD student at Monash University, Malaysia.

Ivan Jurišić (Virtual Presentation)
78132 | Ethical and Privacy Considerations in the Use of Digital Technology in Nursing Homes: Literature Review
Mr Ivan Jurišić is currently a PhD candidate in Social Gerontology at Alma Mater Europaea - ECM, Croatia.

Neha Kumari (Virtual Presentation)
76236 | Educational Attainment Plays Pivotal Role in Cognitive Functioning of Older Tribal Population in India
Ms Neha Kumari is a PhD student in Population Studies at the International Institute for Population Sciences, India.

Yan Luo (Oral Presentation)
76897 | Machine Learning Approaches to Identify Social Determinants of Frailty Among Middle-Aged and Older Adults in the USA, England, and China
Mr Yan Luo is a PhD candidate in the School of Data Science at the City University of Hong Kong, Hong Kong.

Kaisy Xinhong Ye (Poster Presentation)
79200 | Association Between Dietary Indices and Risk for Cognitive Impairment: A Study of the Diet and Healthy Aging Cohort in Singapore
Ms Kaisy Xinhong Ye is a PhD student at the National University of Singapore, Singapore.

Wenhang Zuo (Oral Presentation)
77070 | The Relationship Between Different Patterns of Physical Activity and Cognitive Function in Older Adults
Mr Wenhang Zuo is a PhD candidate at Sichuan University, China.
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Keynote Presentation: Kevin Kester

Healing the Scars of War: Teaching for Peace through Higher Education in Divided and Conflict-Affected Contexts

Monday, March 25 | 11:30-12:15 | Orion Hall (5F) and Online

Kevin Kester is Associate Professor of Comparative International Education and Peace/Development Studies at Seoul National University, South Korea. He is cross-appointed to the Interdisciplinary MA/PhD Program in Global Education Cooperation in the Department of Education; Interdisciplinary MA Program in Peace and Unification Studies in the College of Social Sciences; and the MA Program in International Development in the Graduate School of International Studies. He is also Visiting Professor at the University of Hargeisa's Institute for Peace and Conflict Studies in Somaliland and consultant to UNESCO’s Asia-Pacific Centre of Education for International Understanding in Seoul. He holds a PhD in Education and International Development from the University of Cambridge, United Kingdom. His research interests lie in the sociology and politics of education with a focus on the intersectional fields of comparative education, education and conflict, peace education, and global citizenship education. His most recent books are the Common Curriculum Guide for Peace Education in Northeast Asia (2023, UNESCO) and The United Nations and Higher Education: Peacebuilding, Social Justice and Global Cooperation for the 21st Century (2020, IAP). More on his background can be found here: https://kevinkester.weebly.com/

Given the growing importance of higher education within the international community in its efforts to achieve the United Nations’ 2030 Sustainable Development Goals (SDGs), this presentation examines the potentiality for higher education to contribute to peacebuilding in divided and conflict-affected settings. For more than a decade, the international community has explicitly stated that the achievement of global development goals is dependent on addressing access to quality education in conflict-affected contexts; and, in 2015, the SDGs extended this to higher education. However, in settings affected by conflict, higher education is often perceived to be a luxury, not a necessity. Recent research has indicated the positive role of higher education to contribute to post-conflict recovery, reconciliation, the promotion of democracy, and preservation of local culture, but little is known about how university educators themselves teach for peace and reconciliation through higher education in settings affected by conflict. In light of this lacuna, this presentation explores higher education pedagogies and policies for peace with university educators in four divided and conflict-affected contexts: China/Taiwan, Cyprus, Korea, and Somalia. Data was collected through extensive fieldwork, document analysis, and interviews with 34 faculty. Inductive thematic analysis generated four themes (community, complexity, criticality, and change) that were then further analysed through the lenses of cultural political economy of education and borderlands. Findings reveal contested interpretations of peace across cultures and educational settings, as well as creative and resilient approaches to teaching for peace and reconciliation in divided and conflict-affected contexts. Learning from cross-cutting themes within and across these locales is valuable for faculty in each of the settings as well as those faculty and policymakers elsewhere who promote peace through higher education in other divided and conflict-affected regions.
Artificial intelligence (AI) has moved from relative obscurity to its current place in a blinding spotlight. There is currently enormous public and scientific interest in AI, and consequently, an explosion of interest in AI ethics. This talk focuses on one set of AI applications: those that are designed for the elderly. We will look both at the technical advances being used in these projects, as well as approaches to intelligently discuss the ethical challenges of these projects. During the presentation, attendees will be challenged to make ethically-charged decisions about two fictional cases where aging, AI, and ethics intertwine.

Keith Miller

Keith W. Miller is the Orthwein Endowed Professor for Lifelong Learning in the Sciences at the University of Missouri–St. Louis, United States. In that position, he is partnering with the St. Louis Science Center. Dr Miller’s research interests are in computer ethics, online learning, and software testing. He is a past editor-in-chief of IEEE Technology and Society Magazine. He was awarded the 2011 Joseph Weizenbaum Award in Information and Computer Ethics by the International Society for Ethics and Information Technology (INSEIT), and is currently the President of that society. He has been a principal investigator of grants from the US National Science Foundation to study the effects of ethics education for computer science students, and to encourage scientists to become teachers.
The world population is ageing. Population ageing—the increasing proportion of older individuals in the population—is poised to become one of the most significant social transformations of the twenty-first century, with implications for nearly all sectors of society (UN, 2015). The World Population Prospects (2022) report reveals that the population aged 65 and above is growing at a faster rate than their younger counterparts. This demographic shift is projected to elevate the global proportion of individuals aged 65 and above from 10 percent in 2022 to 16 percent in 2050.

This demographic transition has given rise to a substantial and expanding segment of the population, often referred to as the “overlooked demographic”. Their unmet needs are a direct result of this demographic change. Understanding the economic advantages of the silver economy is essential, as is gaining insight into the behaviour of older individuals that goes beyond clichés, labels, biases, and preconceptions.

An increasing number of developed countries now recognise older individuals as a priority market, acknowledging the changing global population and the growing participation of older individuals in various activities. However, despite their significance, older individuals remain relatively unknown and undermarketed.

Ageing presents a significant challenge for decision-makers in fields ranging from politics and technology to marketing and service industries. Companies must strive to fully understand what older consumers want and are willing to pay for in an era marked by rapidly evolving consumer profiles and behaviours. This involves comprehending new consumption patterns, reevaluating the services they offer, adapting to the shifting needs of older individuals, and proactively addressing the changes and challenges.

This lecture serves a dual purpose: firstly, to explore this vital yet often overlooked demographic and secondly, to shed light on the changing behaviour of older individuals regarding essential aspects for businesses. The insights gained, along with their practical implications, can assist researchers, industry professionals, policymakers, and marketers in better understanding and meeting the evolving needs and expectations of older consumers as the population continues to age.
Dr Balderas is a Research Fellow at the Oxford Institute of Population Ageing at the University of Oxford, United Kingdom. She holds a PhD in Business Administration and an Executive MBA from the University of Deusto, Spain. She also has a Master’s in Marketing from the University of the Basque Country and a Master’s in Professional Coaching. Her academic background includes training in Professional Coaching and Leadership from New York University, Stanford University, and Harvard University. She has also gained expertise in Creativity and Innovation at Saint Martins College in London, United Kingdom.

A Professor at Deusto Business School at the University of Deusto and at the Basque Culinary Center, Adela is also a guest lecturer and collaborator at City Science MIT Media Lab and RCC Harvard, United States. She has also been a guest lecturer at several international universities, including the University of Oxford, Northumbria University (United Kingdom), Xiamen University (China), the University of Pennsylvania (United States), the University of Regensburg (Germany), the University of Gothenburg (Sweden), and the Ecole hôtelière de Lausanne (Switzerland). On a national level, she collaborates with several Spanish universities, including the University of Salamanca, the University of the Basque Country, and the University of Granada.

In addition to her academic roles, Adela is a consultant and speaker in the fields of management and leadership for both international and national companies. A mentor at the Imagine Creativity Center in Silicon Valley, she is the author of the books *Reinvent Your Leadership: 12 Keys to Managing Teams* and *Senior Tourism: Determinants, motivations and behaviour in a globalized and evolving market*. Her publications and research interests cover leadership as well as tourism and well-being for the silver market.
Japan’s healthcare system enables universal – and frequent – access to medical services, which is one of the reasons for Japan’s top performance in life expectancy and healthy life expectancy among G20 nations. However, Japan’s aging population and declining working population means the tax base will become insufficient to support such a standard within universal access healthcare within the next two decades without new policies and improved efficiencies. The government is eyeing certain methods of supplementation such as increasing Japan’s workforce to remedy this, making it easier for foreign workers to receive working visas and contribute to social services. Immigration is on the rise, but more is needed, not only to bolster the working population and tax base, but also to grow the number of workers involved in medical and nursing care services required by the aging population.

Healthcare innovations with the potential to drive cost savings are needed, but there is a growing number of novel technologies available in the United States and Europe that have yet to be approved in Japan. The Japanese government has made great progress in lowering regulatory hurdles, although these improvements are not yet well understood. Many innovators are not coming to Japan due to this outdated understanding of regulatory challenges and uncertainty around pricing. By enhancing pricing transparency, supporting innovations that bring long-term health economic benefit, continuing to lower regulatory hurdles, and further supporting immigration growth, Japan has the opportunity to lead the developed world in demonstrating sustainability of single-payer universal healthcare in an ultra-aging society.

Robert E. Claar

Rob creates new businesses that address the unmet needs of patients, doctors, innovators, regulators, and payors. He is passionate about developing innovative solutions for access to Japan’s healthcare market. Over three decades, Rob has founded, managed, and exited a number of healthcare businesses in Japan, Europe, and the United States, including Junicon, a global healthcare marketing research consultancy that developed Japan’s first comprehensive Key Opinion Leader (KOL) physician database and pioneered in-hospital observational research, and Vorpal Technologies, a regulatory consultancy that achieved the leading position in Japan for new category MedTech approvals. He maintains a worldwide trust network with leading innovators in MedTech and Pharma through optimism, tenacious follow-through, and a spirit of collaboration. Rob dedicates a part of his time to education and development as a Trustee of Yokohama International School and Board Chair of Hope International Development Agency Japan.
Miriam Sang-Ah Park

Dr Miriam Sang-Ah Park is a Principal Lecturer at Nottingham Trent University, United Kingdom. She works as both a psychologist and researcher as well as the international lead for the School of Social Sciences. She obtained her PhD in cross-cultural psychology from Brunel University, United Kingdom, and her research has always had a focus on the significance of culture in shaping the daily lives, beliefs, and behaviours of people and groups around the world. More specifically, she has a keen interest in topics relating to psychological well-being and resilience, and she works closely with a group of ageing researchers establishing the concept and experience of positive ageing. She has taught classes on cultural and cross-cultural psychology, positive psychology, and research methods, and has won numerous awards for excellent teaching and scholarship. She has also served as an associate (and invited) editor for reputable journals, including the British Journal of Social Psychology. She is currently editing a special topic, ‘Improving Wellbeing through Positive Interpersonal and Intergroup Relations’, for Frontiers in Psychology. She has a recognised international research profile and has strong and global research collaborative networks.
The prevalence of mental health disorders worldwide poses a significant and pressing concern, affecting the quality of life and life expectancy of a substantial portion of the global population. This research endeavours to investigate the application of Artificial Intelligence (AI) Technologies in addressing the complex challenges within the realm of mental health. It aims to navigate barriers associated with cost-efficiency, accessibility, and product development. The objective of this study is to formulate a strategic framework enabling mental health solution providers to reduce costs while accommodating the diverse needs and preferences of individuals. Employing a qualitative research design, this study seeks to comprehensively explore the multifaceted dimensions of the research problem. It intends to substantiate the relationship between AI technology and connectivity in the context of mental health through rigorous investigation. Focused group discussions will be conducted to gauge public sentiment and perceptions regarding the utilisation of AI technology in mental healthcare. Additionally, an analysis of claims data, if available, will offer insights into various aspects such as the number of claims, patient visits and expenditure from both patients and insurers. The anticipated outcome of this research is to provide empirical evidence demonstrating the impact of AI integration on mental health solutions. It aims to furnish actionable guidance for businesses within the mental health sector to curtail costs and cater to the diverse needs of individuals. Furthermore, it aspires to yield a nuanced understanding of public attitudes, concerns and willingness to embrace AI-based solutions in mental healthcare.

Bhanu Ranjan

Dr Ranjan designed and currently leads a soft skills program for the Master of Business Administration and the Executive-Master of Business Administration candidates at SP Jain School of Global Management, Singapore, crafting global business leaders equipped to lead in the new economy. She holds a PhD in Emotional Intelligence and Leadership Effectiveness and has over 20 years of experience helping individuals and teams with crisis management, negotiation, conflict resolution, management communication, personal branding, presentation skills, and emotional intelligence in the workplace. She is a highly sought-after speaker and actively volunteers for a variety of community-building initiatives, alongside her service as an officer in the Singapore Armed Forces (SAFVC).
This paper critically examines the transformation of Japan’s Official Development Assistance (ODA), highlighting strategic shifts towards fostering stronger security cooperation with Southeast Asian countries. Last year, the Japanese government also introduced a new cooperation framework distinct from ODA, aimed at benefitting the armed forces and related organisations of developing countries in terms of security cooperation, called the Official Security Assistance (OSA) framework. With this new framework, the government has already provided some defence equipment such as coastal surveillance radars and patrol boats to improve the security capabilities of Bangladesh and the Philippines. Against this major and drastic shift within Japan’s history of government assistance, most civil society organisations in Japan have responded and advocated to maintain the “non-war” principle of Japan’s ODA and instead empower non-military-based approaches to security such as human security. However, looking into the details of their discussion, there are various positions of understanding about the significance of military approaches, particularly reflecting the outbreak of the Russia-Ukraine conflict and even the new round of Palestinian-Israeli conflict. The paper discusses, in these uncertain and complex contexts, what educational advancements civil society needs to foster - that are responsive to the evolving needs of global communities in the 21st century.

Kiyotaka Takahashi

Professor Kiyotaka Takahashi graduated from Sophia University with a Bachelor of Science in Physics and the University of Manchester with a Master of Philosophy in Social Anthropology, and subsequently worked as a development consultant in a private company for 5 years. He then served as a research and advocacy officer in a non-profit humanitarian organisation for about 10 years. Professor Takahashi was also a member of the Development Project Accountability Committee of Foreign Affairs in Japan. With these experiences, he moved on to teaching development studies and peace-building in Keisen University in Tokyo. He has published several articles on development cooperation and peace-building, and recently contributed a short article on human security and conflict in the book titled What is Real Globalization? (2023, Rural Culture Association), and another on the current situation of development and environmental refugees in the upcoming Encyclopedia of Peace Studies, edited by the Peace Studies Association of Japan, in June.
The modern globalised world offers extraordinary examples of cooperation between countries, and as they are progressively enhanced by technologies, major international initiatives help us advance common goals in the pursuit of a sustainable future, in the understanding that global issues such as climate change, energy security, pandemics, and mass migration, by definition are not and cannot be dealt with by one country alone.

However there is also much to be concerned about, as populism, nationalism, and authoritarianism are not only prevalent in autocratic regimes, but at the heart of democracies. Resulting governments emphasise competition and grievance with their neighbours, international institutions, and their authority is undermined, and diplomacy takes a back seat to force. Competing narratives are increasingly without nuance, and people/arguments from the other side/team/country are caricatured, misrepresented, and even dehumanised.

In this panel, we will specifically discuss current global crises and human security through the lens of psychology and institutions. The main question around how to overcome global crises will attempt to uncover a deeper psychological crisis that permeates societies, and ask whether institutions have failed us, considering the workings of psychological manipulation in our everyday life. This panel is part of a series of plenary panels that draws on members of the IAFOR network from different national, cultural, and disciplinary backgrounds, who will address the importance of cooperative engagement, through individuals and institutions, ultimately posing the question of what can be done to encourage more constructive global dialogue, and how this can be nurtured in ourselves.

Psychology and Human Insecurity
Brendan Howe

Socio-political psychology and human insecurity are linked through the processes of othering and securitisation. The discriminatory treatment of the "other" outgroup (minorities, refugees, political opponents) undermines their human security, whereby they are seen as not being entitled to similar rights, benefits, or treatment, or may even be seen as in direct competition with the ingroup for perceived limited resources. These socio-political conditions are then further exacerbated by securitization whereby the nature of the other and their identity is first politicised, and then socially constructed by an unscrupulous political entrepreneur as a threat to the security of the referent subject (nation, way of life, regime, religion, race, generation, etc.). At the international level, these processes undermine international cooperation, perhaps dealing a fatal blow to human security-related multilateral regimes such as climate change, disaster relief, humanitarian intervention, and food security. Such trends have become more apparent with the rise of illiberal populism, and pose a direct threat to rights-based governance. On the other hand, we have seen something of a countering force of pro-rights and solidarist populism within the East Asian region. Education and information would seem to be key to addressing these challenges, but the spread of disinformation is an ever-present threat.
Is Psychology in Crisis?
Dexter Da Silva

Important issues, referred to as crises, in society today have taken the forefront in political as well as academic debates. Crises such as the climate crisis, the refugee crisis, debt crisis, cost-of-living crisis, or the food security crisis, have sparked protests all over the world and are severely undermining human security. Merz et al (2023) observe the birth of an additional crisis, “The Human Behavioural Crisis”, which drives “ecological overshoot”. A critical part of this crisis is what they call “behavioural manipulation” by the marketing, media, and entertainment industries. Considering that the common definition of the field of psychology is “the study of human behaviour and the mind”, and that common goals of psychology include understanding, explaining, and predicting behaviour, and applying this knowledge to improve individuals’ well-being, it seems natural to suggest that perhaps the field of Psychology itself is in a crisis. Merz et al (2023) call for increased interdisciplinary collaboration in order to address ecological overshoot which is integrally linked to the above crises.

Brendan Howe

Brendan Howe is Dean and Professor of the Graduate School of International Studies, Ewha Womans University, South Korea, where he has also served two terms as Associate Dean and Department Chair. He is also currently the President of the Asian Political and International Studies Association, and an Honorary Ambassador of Public Diplomacy and advisor for the Korean Ministry of Foreign Affairs. He has held visiting professorships and research fellowships at the East-West Center (where he is currently enjoying a second term as a POSCO Visiting Research Fellow), the Freie Universität Berlin, De La Salle University, the University of Sydney, Korea National Defence University, Georgetown University, Universiti Malaysia Sarawak, and Beijing Foreign Studies University. Educated at the University of Oxford, the University of Kent at Canterbury, Trinity College Dublin, and Georgetown University, his ongoing research agendas focus on traditional and non-traditional security in East Asia, human security, middle powers, public diplomacy, post-crisis development, comprehensive peacebuilding and conflict transformation. He has authored, co-authored, or edited around 100 related publications including Society and Democracy in South Korea and Indonesia (Palgrave, 2022), The Niche Diplomacy of Asian Middle Powers (Lexington Books, 2021), UN Governance: Peace and Human Security in Cambodia and Timor-Leste (Springer, 2020), Regional Cooperation for Peace and Development (Routledge, 2018), National Security, State Centricity, and Governance in East Asia (Springer, 2017), Peacekeeping and the Asia-Pacific (Brill, 2016), Democratic Governance in East Asia (Springer, 2015), Post-Conflict Development in East Asia (Ashgate, 2014), and The Protection and Promotion of Human Security in East Asia (Palgrave, 2013).
**Dexter Da Silva**

Dr Dexter Da Silva is Professor Emeritus at Keisen University in Tokyo. He has taught EFL at junior high school, language schools, and universities in Sydney, and has been living and teaching at the tertiary level in Japan for the past three decades. Professor Da Silva was educated at the University of Sydney (BA, Dip. Ed., MA), and the University of Western Sydney (PhD). He has presented and co-presented at conferences in Asia, Australia, Europe and the United States, and written, co-written, and edited numerous articles, book chapters and books on education-related topics, such as trust, student motivation, and autonomy. He is a past president of the Asian Psychological Association, past Dean of the Graduate School of Peace Studies at Keisen University, past editor of On CUE Journal, and current member of IAFOR International Academic Board and Board of Directors.

**Joseph Haldane (Moderator)**

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 global business and academic operations. Dr Haldane has a PhD from the University of London in nineteenth-century French studies (ULIP/RHUL), and has research interests in world history and politics; international education; and governance and decision making. Since 2015, he has been a Guest Professor at Osaka University's School of International Public Policy (OSIPP), and Co-Director of the OSIPP-IAFOR Research Centre since 2017. In 2020, Dr Haldane was elected Honorary Professor of University College London (UCL) through the Bartlett School of Sustainable Construction, and full Professor in the United Nations Peace University's European Center for Peace and Development in 2022. A member of the World Economic Forum's Expert Network for global governance, he holds visiting professorships at Belgrade and Doshisha Universities where he teaches ethics and governance. He is a member of the International Advisory Council of the Department of Educational Foundations at the University of Hawai'i at Mānoa. Dr Haldane has had full-time faculty positions at the Université Paris-Est Créteil, Sciences Po Paris, and Nagoya University of Commerce and Business, as well as visiting positions at the French Press Institute (Université Paris-Panthéon-Assas), and the Schools of Journalism of Sciences Po Paris and Moscow State University. Dr Haldane has been invited to speak at universities and conferences globally, including the UN HQ 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 oversaw the 2021 Ministry of Foreign Affairs commissioned study on Infectious Diseases on Cruise Ships.
Filial piety—the Confucian dictate that children should provide care, support, respect, and obedience to their older parents—is a fundamental, normative expectation in East Asian societies. In this presentation, I examine variation in perceptions of filial piety of adult children by their older parents in rural China, focusing on the impact of co-residence and migration status and the compensatory behaviours of more distant children that mitigate assessments of them as less than “filial”. The data source is the 2021 wave of the Longitudinal Study of Older Adults in Anhui Province, China, which includes 1,489 parents aged 60 and older and their relationships with 3,934 adult children. Parents provided information about each child in terms of demographic characteristics, intergenerational exchanges, and the degree to which the child is perceived as being “filial”. Results affirm the importance of instrumental support and particularly monetary support in enhancing assessments of filial piety of more distant children relative to co-resident children. Parents with stronger normative expectations held their more distant children to a higher standard for being filial. Finally, functional impairment caused more distant children to be evaluated as less filial, ostensibly because those children were in a weaker position to respond to their parent’s elevated support needs. Overall, the results speak to the adaptable nature of filial piety when family change and migration put pressure on younger generations, which, in highly dynamic rural China, is causing concern about the viability of intergenerational support for older parents.

Merril Silverstein

Merril Silverstein, PhD, is inaugural holder of the Marjorie Cantor Chair in Aging Studies at Syracuse University and serves as professor in the Department of Sociology and the Department of Human Development and Family Science. Professor Silverstein received his doctorate in Sociology from Columbia University, after which he served on the faculty of the Leonard Davis School of Gerontology at the University of Southern California. In over 200 research publications, he has focused on ageing in the context of family life, with an emphasis on intergenerational relations over the life course and international-comparative perspectives. Professor Silverstein currently serves as principal investigator for the Longitudinal Study of Generations, which has collected data from the same families for over fifty years, and is co-originator of the Longitudinal Study of Older Adults in Anhui Province, China, now in its 20th year. Professor Silverstein is a Fellow of the Brookdale Foundation, the Fulbright Senior Scholars program, the Gerontological Society of America, and the James Martin School at Oxford University. Between 2010-2014, he served as Editor-in-Chief of the Journal of Gerontology: Social Sciences. In 2019, he was awarded the Matilda White Riley Distinguished Scholar Award from the Section on Aging and the Life Course of the American Sociological Association.
Monday Poster Presentations

15:00-16:00 | Orion Hall (5F)
Monday Poster Session 1

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

78535 | An Investigation into the Sixth Graders’ Problem Solving of Mathematical Literacy-Oriented Assessment
Ju-Fen Yao, National Chia-Yi University, Taiwan

Integrating literacy instruction into content areas, such as mathematics, has been a standing focus in the field of education. The main purpose of this case study is to develop a mathematical literacy-oriented assessment named "A LOHAS Trip," and investigate 60 sixth graders' problem solving of this assessment. "A LOHAS Trip" is based on a two-day virtual trip to Yi-Lan city of the Yao family. There are four problems including accommodation, transportation, foods and shopping in this mathematical literacy-oriented assessment. From analyses of the data, it was noticed that 1) problem of accommodation is easy for the sixth graders, students' scoring rate is 93%, 2) problem of shopping is most difficult for the sixth graders, students' scoring rate is 29%, 3) students' scoring rate of problem of transportation and problem of foods are both less than 50%, but are more than the scoring rate of shopping problem. There was evidence indicating that the situation and context of problem are more complicated, the problem is more difficult for students. There has room for improvement of students to solve problems of the mathematical literacy-oriented assessment.

78653 | Using Parents’ Perspective to Construct a Preschool Music Rhythm Course Learning Effectiveness Scale
Hsu Hui-Chun, National Tsing Hua University, Taiwan

Music education can change students’ views of the world. Early childhood is a critical period for implementing music education. By feeling and exploring musical concepts and expressing them with their bodies, preschool children can improve their self-expression and psychological development. Because families are the closest and most familiar people to preschool children, this study aimed to develop a preschool music rhythm course learning effectiveness scale using parents’ perspective. A literature review was conducted to compile the connotations of music rhythm education and create the first draft of the questionnaire accordingly. Experts were then invited to review the first draft and revise it as a pretest questionnaire. A total of 208 valid responses were returned for item an analysis and exploratory factor analysis, with the scale comprising 3 dimensions: "teaching practice," "interpersonal relationship," and "learning attitude." In the formal questionnaire, 258 valid responses were returned for a confirmatory factor analysis, revealing that the scale exhibited satisfactory fit. Discussion and suggestions for further research are presented according to the analysis results.

Curriculum Design & Development

76599 | Legal Education Resilience and Sustainability: A Case Study of Law School, Khon Kaen University, Thailand
Kittibodee Yaipool, Khon Kaen University, Thailand

This research paper presents an innovative case study from Khon Kaen University's Faculty of Law, aimed at transforming legal education for the 21st century. The study examines the curriculum design & development under the LAW framework (Learning, Active, Wisdom) to align legal education with Sustainable Development Goals (SDGs), particularly SDG 16. The transformation emphasizes adaptability and resilience, focusing on empowering legal minds for a sustainable future and socialjustice. The study introduces the law school's unique projects that serve as learning centers for legal professionals. These centers aim to instill values like moral management, human rights, and economic sustainability. Initiatives such as the Arayasuk Nittidham Institution for Lifelong Learning (ANIL) and the Human Rights and Sustainable Learning Center provide multi-faceted education, blending law with ethical leadership and sustainable development. One crucial element of the study is addressing the evolving questions about the meaning of law in an uncertain future, positioning legal professionals to navigate resilience and sustainability. The paper also covers the use of technology like AI and ChatGPT for enhancing the learning experience. The research highlights Khon Kaen University's role in driving systemic changes in legal education, not only in Thailand but as a model for broader legal educational transformation. This comprehensive approach aims to produce "practice-ready lawyers" that are also "tomorrow's lawyers," adaptable and committed to social justice and sustainable development.

78437 | The Effects of Design Thinking Teaching Approach on Nursing Students’ Critical Thinking Ability and Interpersonal Communication Skills
Chun-Ying Chiang, I-Shou University, Taiwan
YuChu Yao, I-Shou University, Taiwan
Yun-Shan Tseng, I-Shou University, Taiwan
PaI-Mei Lin, I-Shou University, Taiwan
Pei-Yu Lee, Cheng Shiu University, Taiwan

Design thinking begins with empathizing through observations and problem analysis, followed by the creation of innovative solutions to directly address the identified issues. This study aims to assess the effectiveness of implementing design thinking and situational simulation teaching strategies in human development for first-year nursing students. A quasi-experimental approach with a pretest-posttest design was applied to 124 first-year students enrolled in the Bachelor of Nursing program in southern Taiwan. In the experimental group, students underwent a 7-week narrative teaching method integrating video appreciation and classroom discussions, designed a 3-week situational simulation teaching activity, and implemented it. The control group received traditional narrative teaching settings. To gauge students’ learning effectiveness, the Taiwan Critical Thinking Disposition Inventory (TCTDI) and Self-Confidence in Communication Inventory (SCCI) were utilized. Independent t-test was used to analyze the data. Key findings indicate significant differences between the groups in systematicness/analytics, open-mindedness, and total TCTDI scores (p < .05). Additionally, there were notable distinctions in irrelevant (p < .05), blaming (p < .01), and total scale scores of SCCI (p < .01). The results support the use of the design thinking teaching approach as a strategic method to enhance nursing students’ learning outcomes.
With the emergence of Industry 4.0, technologies such as data acquisition, the Internet of Things (IOT), machine learning, and Artificial Intelligence (AI) on automated equipment have become indispensable to industrial factories in engineering education. This study explored motor data acquisition and proposed a new prediction value by applying machine learning technology and AI through data acquisition. Through the accumulation of models and data, models are created and fed back to the equipment. This method can strengthen the capacity of maintenance engineers when running diagnostics as engineers can perform maintenance in advance. This study developed machine learning and AI to acquire, predict and diagnose motor data by collecting motor data through a programmable logic controller (PLC) and an intelligence power monitor. The proposed machine learning and AI utilized the Microsoft Visual Studio system while integrating the PLC and the intelligence power monitor for communication. A predictive analysis was conducted through machine learning and AI to obtain the predicted value which can be used to prompt maintenance engineers to perform early equipment maintenance for motor diagnostics and predictions. The proposed technology are applicable to the development of curriculum for engineering education.

Design, Implementation & Assessment of Innovative Technologies in Education

This study reports how a digital game-based mobile application was developed for L2 learners of Chinese to enhance their linguistic and cultural competence. As we know, English has been the most dominant lingua franca in the international world, and it is crucial for language learners to experience how form-function-context mapping can be realized in the process of meaning making with people from around the globe. Studying abroad seems to be the best way to gain such experiences, but it may not be applicable for all language learners. Therefore, we used immersive virtual reality (VR) technology to develop a two-level digital game for junior high school students to learn how to make requests, apologies and compliments in English. The background of this game describes an exchange program established by two sister schools in Taiwan and the States. In addition to language learning, cultural enrichment is incorporated in this game. The first level features Kaohsiung, the southern part of Taiwan; while the second level features New York. The game development consists of three production cycles: Pre-Production, Production and Post-production. In the Pre-Production stage, we will report how the development team brainstormed the initial design and game concept. In the Production stage, we will report storyboard production, scoring mechanism and creation of technical and artistic aspects of the game. Finally, in the Post-Production stage, we will report how we identify and fix the bugs through testing to optimize the game for quality assurance.

Digital Global Information Teaching System in Education

Nowadays, global information is emphasized in the courses of the front line of education. Therefore, the demand for global information aids and teaching materials for various topics is highly urgent in education. Virtual Reality (VR) or Augmented Reality (AR) is currently the practical solution to the above problems. However, these auxiliary devices are not only expensive and inconvenient to wear but are mostly only suitable for personalized learning and cannot teach the entire class simultaneously. With the current technology and price, AR&VR cannot truly become digital teaching methods in the front line of education. Creating a 3D global information teaching system will change the teaching lacking creativity and innovation and form a new teaching aid tool with powerful digital and interactive functions. The purpose of this work is to develop a highly interactive digital teaching system suitable for the front line of education and try to effectively solve the current problem of lack of digitization and interactivity in teaching based on using the superior features of this system. To effectively and gradually improve the practicality and usability of the system by conducting systematic empirical research on the system, which can completely change the current dilemma of insufficient digitization of the present teaching situation of this global information topic.

The Development and Evaluation of a Color-Tactile Conversion App for Education of Visually Impaired

Pictures and diagrams play an important role in representing information and conveying ideas and emotions that cannot be explained clearly in words, particularly in subjects of school education such as mathematics, geography, and art. In Taiwan, special education teachers use Braille textbooks to teach blind students. The textbooks contain tactile outline versions of pictures and diagrams. For certain key lines, curves and shapes of these pictures special hand-bonded wires are added, making it suitable for blind students to learn by touch. However, the diversity of these tactile pictures is limited. Teachers who want to supplement the graphics must remove details of the graphics by hand into a simple outline version, and then use a Braille graphic printer to output it. This is quite time-consuming and labor-intensive. Moreover, color information is usually ignored in these tactile outline graphics. In this study, we conducted psychophysical experiments to determine boundaries of the 13 basic color terms. The experimental results were modeled and then used to design a computer app. This application features automatic outline drawing and simplifying the various colors of original pictures into 13 basic colors and convert them into corresponding black and white patterns. The converted black and white pictures can be printed using thermal printers or a Braille graphic printers. This application was tested and evaluated by 8 special education teachers and reported “acceptable” according to the survey using the System Usability Scale (SUS). The teachers also gave advice to improve the computer app.
The use of Information & Communication Technologies (ICT) within teaching environments, as the use of these tools in the Teaching-Learning Process, is becoming more frequent. This study aims to identify the main effects of the rapid implementation of virtual education as a method of health control due to the closure of classrooms caused by the COVID-19 virus in the education community, specifically for children with Special Education Needs (SEN) at grade school level. In accordance with the above, this communication brings to light information obtained by using the Census as a method of measurement for which 2 questionnaires were designed and approved, and were applied to 38 Directors and Presidents of Parents Committees of 19 seats of the Instituto Panameño de Habilitación Especial (IPHE) [Panamanian Institute for Special Abilities] of the Republic of Panama. It must be highlighted that this government agency is in charge of overseeing the Rights for Education and Welfare-Development of Students with Special Needs, as well as, to offer innovative quality services for special abilities services that encourages inclusive education in the country. The results obtained evidenced that a large percentage of the population considers Information & Communication Technologies (ICT) as an opportunity to reduce distance and perfect the Teaching-Learning Process and improve the development of the education programs.

This study investigates the present situation and challenges of educating persons with disabilities (PwDs) in Afghanistan through a literature review and semi-structured interviews with various stakeholders working in the education of PwDs. The findings revealed that despite the large number of PwDs, very few children with visual, hearing, and mild to moderate intellectual disabilities are educated in Afghanistan's two non-cooperative and unrelated systems that comprise the special vocational schools of the Technical and Vocational Education and Training Authority (TVETA) and the inclusive education offered in regular schools which is managed by the Ministry of Education (MoE). Given the number and needs of PwDs in the country, the quantity and quality of the education services currently provided for PwDs are insufficient. Critical practical efforts are needed to provide education that empowers PwDs and allows them to be independent and contributing members of society.

Gifted education in Ghana is not well developed due to unavailability of formal policy on it. Ghana is rapidly developing and hence the need to develop a vibrant economy based on innovation and technology. However giftedness and talent development is still a challenge so this study seeks to investigate the view held by early grade teachers on gifts and talents in children and also find support for a firm policy on it. The respondents were drawn from 10 junior high schools in the Ashanti Region of Ghana with a population size of 100 early grade teachers. A sample size of 20 teachers were selected from the population size based on how older the school is and low staff turnover ratio. The study employed the interview and questionnaire method of gathering data. The study was significant in that it will unveil the urgent need for mobilising support for encouraging and nurturing giftedness and talent development in Ghana. The data collected was analysed and it revealed the findings below. Firstly most respondents saw the need for development of giftedness but held the view that differentiated education was a form showing partiality. Mixed education will make gifted learners to support less able learners. Also, respondents training they acquired was devoid of the offering special service for the gifted. Respondents supported the idea that formal policy on giftedness and talent development education is long overdue since it can strongly develop an agrarian economy like Ghana into technological one.

Phonological awareness (PA) and rapid automatized naming (RAN) have been shown to be reliable predictors of reading achievement in many languages. However, it remains unclear whether RAN is an independent of PA and how RAN and PA associate with different aspects of literacy skills in children with and without dyslexia. This study addressed these issues by examining Mandarin-speaking children with and without developmental dyslexia. Participants were 18 children with developmental dyslexia (DD group, mean age= 10; 2 [year; month]) and 20 children with typical development (TD group, mean age= 10; 2 [year; month]). Group differences in age and non-verbal intelligence were not significant. All children completed a battery of tests measuring word recognition, reading comprehension, writing, PA, and RAN. Statistical analysis indicated that the DD group scored significantly lower than the TD group in all tests assessing literacy skills as well as tests measuring PA and RAN (ps > .05). Correlation analysis showed a significant association between PA and RAN (r = -.54, p < .001). Hierarchical regression analyses further indicated distinct contributions of PA and RAN to various aspects of literacy skills: (a) both PA and RAN significantly explained variations in word recognition; (b) PA, but not RAN, significantly accounted for variations in reading comprehension; and finally, (c) RAN, but not PA, significantly contributed to variations in writing skills. Altogether, these results align more closely with the view of a unique contribution of RAN to literacy skills that is particularly associated with visual-orthographic processing.
**Monday Poster Session 1**

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

76363 | Climate Change and Ocean Sustainability Education: Enhancing Teachers' Ocean Literacy, Environmental Awareness, and Environmental Behaviors  
Yi-Chun Chen, National Taiwan Ocean University, Taiwan  
Chih-Hsuan Chou, National Taiwan Ocean University, Taiwan  
Tong Chen, National Taiwan Ocean University, Taiwan  

In response to the rapidly changing climate, the United Nations Educational, Scientific and Cultural Organization (UNESCO) has identified the importance of promoting Education for Sustainable Development (ESD), which aims to empower citizens to become active agents in mitigating the threat of climate change through providing quality climate change education. To this end, this study aims to develop a curriculum concerning climate change and ocean sustainability implemented in the compulsory course for approximately 50 graduate students who were pre-service or in-service teachers, at the Institute of Education. The main objective of the developed curriculum was to enrich their knowledge, skills, values, and attitudes towards these topics, in order to facilitate the incorporation of these learned environmental sustainability concepts into future primary and secondary education curricula. In view of Barghi, Najafi, & Rajabi (2017) point out that environmental awareness is necessary for a positive attitude toward the environment, which in turn impacts environmental behaviors. The curriculum comprises seven components: 1. Supplementary background knowledge (e.g., carbon cycle, the impacts of climate change on marine ecosystems, the interconnectedness of human actions and the environment), 2. Marine science museum visit, 3. Geo-coastal field trip, 4. Academic speech, 5. Experienced teachers sharing the course design, 6. Argumentation on the socio-scientific issues, and 7. Reflection on the course. The study results presented at the conference will provide quantitative data comparing teachers' ocean literacy, environmental awareness, and environmental behaviors before and after the curriculum. Additionally, qualitative data regarding teachers' feedback and reflections will be included.

**Educational Policy, Leadership, Management & Administration**

78758 | Analyzing the Cultivation of Digital Cross-Domain Talents in Taiwanese Universities from the Perspective of Digital Learning and Cross-Disciplinary Research Trends  
Nien-Chen Lin, National Cheng Kung University, Taiwan  
Yao Tang, National Cheng Kung University, Taiwan  

Taiwan proposed the "Digital Nation and Innovative Economic Development Plan (2017-2025)" in 2016, emphasizing that consolidating digital national policies requires accompanying measures to enhance talent levels. Higher education bears the responsibility of cultivating professional and technical talents. In the era of the digital economy, universities play a key role in providing knowledge and skills to prepare students for future industry demands. This study aims to explore the implications of digital learning and cross-domain research trends on the educational model of Taiwanese universities. We used text mining and analyzing the results through bar charts, word clouds, cluster analysis, and thematic modeling, they deduced several implications for the cultivation of digital cross-domain talents, which include: 1) Strengthening the cultivation of learning models and data analysis capabilities; 2) Promoting students' cross-domain thinking and learning transfer abilities; 3) Emphasizing the importance of strengthening networks and connectivity between academia and industry; 4) Focusing on practical application and effectiveness assessment.

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

78829 | Effects of Simulated Experience of Foreign/Domestic Street-Walking on English Utterance by Japanese University Students  
Noriko Aotani, Tokai Gakuen University, Japan  
Shin'ya Takahashi, Tokai Gakuen University, Japan  

Our previous study clarified that a simple triggering instruction for switching L2 learner's viewpoint from objective to subjective could work as a kind of cognitive communication strategy to improve their English utterances. In this study, we investigated the similar effects of implicit environmental cue, not the explicit trigger as tested before, on English utterance by Japanese. Ten Japanese university students watched videos of street-walking in NY or Tokyo, and were asked to utter anything they watched or felt in English as much as they could. Videos were projected on a hemisphere screen with 130cm in diameter so that participant got a virtual-realistic experience. Participant's utterances were recorded, transcribed, and segmented into meaning units, the minimum unit of words that make sense. Then, each unit was classified by the authors as either an objective description of what is shown in the picture or a subjective expression of what participant imagined, what he or she was impressed about, and a feeling of his or her own. We will analyze the data quantitatively and qualitatively to confirm our hypothesis that NY condition gives a stronger environmental cue to facilitate participant's English utterances than Tokyo condition.
Higher Education

76216 | The Importance of ESG-Related Concept in Higher Education
Ya-Fang Wang, Providence University, Taiwan
Ching-Chih Chao, Providence University, Taiwan

In recent years, ESG-related (Environmental, social, and governance) issues and risks are received prominent attention. Understanding how ESG related to education and business environment is especially important because persistent-related issues have increasingly grown over time. The purpose of this study aims to understand ESG information and integrate ESG-related concept into higher education framework. Our study is especially important because the higher education plays an important role not only in professional skills training, but also in business environment connecting. In research results, this study suggests that ESG risk concept as a medium is one of effective communicating strategies to bridge the gap between theory and practice. Additionally, understanding ESG-related issues and risks not only can help students complement professional skills, but also provides a chance to address persistent problems in the future.

Innovation & Technology

78642 | Factors Influencing Early Childhood Educators’ Use of Digital Educational Aids: A Sequential Explanatory Study
Manar Alotaibi, Najran University, Saudi Arabia

Kindergarten educators play a crucial role in promoting young children’s technological awareness and ensuring that they possess the necessary skills and knowledge to integrate technology effectively into their teaching practices. This study examines the factors that influence early childhood educators’ use of digital educational aids, that is, media and technology. The study employs a sequential explanatory design, which is a mixed-methods approach consisting of two phases. The first phase is quantitative, where data is collected through surveys, and the second phase is qualitative, where semi-structured interviews are conducted among a small subsample to gain a deeper understanding of the participants’ perspectives. The survey data collected from 369 early childhood educators revealed that attitudes toward the value of technology in aiding children’s learning had the strongest influence on technology use. Additionally, semi-structured interviews conducted with 62 educators found that teacher beliefs, knowledge, and attitudes, as well as access to technology and media resources, influenced the frequency and quality of technology use and media use in preschool classrooms. These findings emphasize the importance of extrinsic factors including support, resources, and policies, while intrinsic factors include confidence and beliefs. Moreover, teacher attitudes toward the value of technology for learning and confidence using technology had the strongest positive effects on actual technology use.

Interdisciplinary, Multidisciplinary & Transdisciplinary Education

79232 | Suggestions for Using Picture Books to Improve Children’s Understanding of Inclusion
Mikako Nobuhara, Nagaoka University of Technology, Japan

Of the 17 Sustainable Development Goals, quality education and gender equality are objectives of high priority. Both are essential elements for building an advanced future society. From the aspect of quality education, the author analyzed the contents of 30 books about disability and gender written in Japanese or English and classified their contents into five factors on a graph: giving children findings, sharing and understanding the feelings of people with disabilities, providing them with the necessary information, showing them the right attitude, and accepting them as members of the society. The author also designed a model teaching program of 40 minutes that could be used in nursery and other elementary schools to teach students the abovementioned factors. The findings contribute to scholarship by offering a new venue and insight into nurturing an altruistic mind through GCE.

International Education

76214 | Altruism as a Manifestation of Global Citizenship: Global Citizenship Education in the Age of COVID-19
Kazumi Yamamoto, Soka University of America, United States
Tomoko Takahashi, Soka University of America, United States

The present study attempted to identify which aspects of global citizenship education (GCE) cultivate college students’ altruistic values and behaviors by exploring a private liberal arts college in Southern California in the United States. Serving a diverse student population with 50% international, this all-residential college aims to nurture global citizens living a contributive life. One of the unique features of its curriculum is the one-semester study abroad mandatory for all students, including international students. Using a quantitative method, the present study examined students’ global citizenship qualities as manifested in their altruistic behaviors, measured by their willingness to help and support others. The survey also included students’ assessment of curricular and co-curricular programs regarding their altruism development. An invitation to take the survey was sent to 454 undergraduate students enrolled at the liberal arts college as of January 2023, and 135 students participated in the study. All participants were aged 18 years or above. Fifty-seven percent of the participants were international. A correlational analysis found that global citizenship qualities were manifested in their altruistic behavior. However, the amount of time spent in college did not predict their altruistic behavior—likely due to the disruption caused by the COVID-19 pandemic. Multiple regression analyses suggested the significance of human interaction, particularly with students having diverse backgrounds, on campus in developing altruistic values and behaviors. The findings contribute to scholarship by offering a new venue and insight into nurturing an altruistic mind through GCE.
Learning Experiences, Student Learning & Learner Diversity

74820 | The Psychological Benefit of Organising a Self-Directed Social-Service Programme in Hong Kong Secondary School Students: A Field Experimental Study
Chi-Shing Tse, The Chinese University of Hong Kong, Hong Kong
Felix Lai-Lam Cheng, The Church of Christ in China Kei Yuen College, Hong Kong

Self-Determination Theory posits that individuals with an autonomous motivation orientation exhibit enhanced self-efficacy and psychological well-being. To investigate this theory, we conducted a field experiment, assessing the impact of organizing a social-service programme on 26 secondary school students in Hong Kong. The experiment was designed to promote autonomous motivation by granting students complete autonomy in organizing a social-service initiative. We employed a within-participants design, with each student experiencing both experimental (organizing social-service programme) and control conditions (participating in standard school-based non-academic activities). The order of these two conditions was counterbalanced between participants. In the experimental condition, we first conducted a training workshop to equip students with necessary skills to organize social-service programmes. Thereafter, students were responsible for designing social-service activities, liaising with non-government organizations, addressing issues as they arose, and implementing and evaluating the programme. Before and after organizing a social-service programme/participating in control activities, students completed validated questionnaires assessing their personal-social-development self-efficacy, psychological well-being, autonomous motivation orientation, and negative emotional symptoms (stress, anxiety, and depression).

Furthermore, we conducted a focus-group interview at the study’s conclusion to gain insights into students’ experiences. Results showed that after organizing a social-service programme, there was a trend towards improved personal-social-development self-efficacy, psychological well-being, and autonomous motivation, accompanied by a reduction in negative emotional symptoms. We concluded, based on questionnaire and interview data, that autonomous motivation orientation plays a pivotal role in enhancing students’ personal-social-development self-efficacy and psychological well-being through organizing a social-service programme. This study provides preliminary field-experimental support for the Self-Determination Theory.

76322 | Learning Food Safety and Other STEM Topics: A Review
Victoria Mukuni, Virginia Tech, United States
Joseph Mukuni, Radford University, United States

Scholars have long used problem-based learning along with other pedagogical approaches that immerse learners in the content to foster an understanding of Science, Technology, Engineering, and Mathematics (STEM) subjects. However, little has been written about learning food safety as a food science topic. This paper uses a narrative review to understand the ways in which food safety has been taught and how effective these methods have been. The main questions that this review sought to answer are (a) What pedagogical approaches have been used in teaching food safety in college and professional settings, and (b) How effective have these methods been in increasing knowledge retention? Special attention was paid to journals of food science education and more specifically food safety education worldwide, along with searches in institutional databases and other authoritative texts. The focus of the search was on article titles and abstracts with teaching methodology, learning, and effectiveness of these practices. Food safety as a STEM subject is very relevant to the agricultural sector and society. Learning food safety is essential as it maintains a sustainable food system that provides safe and nutritious food to consumers, whilst ensuring that students and professionals are literate in STEM. Most of the literature on learning food safety suggests that immersing students in experiential, active learning, and problem-based learning significantly increases their knowledge retention.
Co-teaching is defined as joint pedagogical work by two teachers who share the educational responsibilities of a group of students to achieve specific objectives at the same time and in the same space (Friend and Cook, 2007). Researchers have studied co-teaching bringing together a teacher and a specialist teacher in a regular class (Caron and McLaughlin, 2002), or decompartmentalization where several classes can be grouped together (Castle, Baker Deniz and Tortora, 2005). In a previous study, we studied co-teaching where a remedial teacher comes to co-teach in a regular class (Dubé, Cloutier, Dufour, Pavil, 2020). To date, no study has been conducted on the co-teaching carried out when an English teacher and a French teacher co-teach to teach literacy.

In the present study, teachers from two elementary schools set up co-teaching in literacy by pairing two classes of 2nd grade and two classes of 4th grade of elementary school. This school board includes in regular classes all students with disabilities and learning difficulties; the two participating schools provide 50% of teaching time in French, in an English-speaking environment, which constitutes an additional challenge for the students, as well as for the teachers. This pilot study aims to achieve the following objectives: 1. Describe the inclusive school context and the needs of students in participating classes; 2. Describe the co-teaching practices planned and implemented by the teachers. The facilitators and obstacles will also be specified, in order to help and guide other schools wishing to set up co-teaching in the classroom.

Lack of reflection and the split between theory and practice are two common issues in the pre-service teacher education program. Research shows that case method can act as a critical role in promoting student reflection and linking theory to practice. The participants of this study comprised of one instructor and 48 pre-service teachers. This course had been proceeded with two cycles of action research both including instruction practice, reflection, and revision processes. The researcher conducted questionnaire survey, classroom observation, interview, students’ assignment and feedback, and instructor’s self-reflection to explore the difference on their linkage between theory and practice and levels of reflection before and after the case method, provided guidance and scaffolding for linkages between theory and practice. The research suggested that the model of advance case preview, classroom discussion and review, after class assignment and reflection could help pre-service teachers to improve the linkage between theory and practice. Peer case discussion, expert’s implicit thinking along with analytical case assignment rubrics could enhance the pre-service teachers’ self-reflection through intentional review of blind spots in instructions. Combining case method and action research allowed the instructor to promote instructional reflection and professional development through the process of problem awareness, instruction practice, reflection and adjustment. This research proposes the following implications to college curriculum and instruction: to develop quality instructional cases and verify the quality, to conduct case discussion with guidance and scaffolding, explicit procedure and on-site practice, to build up the preview structure and specific assignment assessment rubrics to facilitate better learning outcome, multi-assessment methods such as teacher assessment, peer assessment, and self-assessment.

Exploring Bilingual Co-teaching in Elementary School
France Dubé, University of Quebec at Montreal, Canada

An Action Research on Facilitating Students’ Reflection and Linkage Between Theory and Practice With Case Method in an Educational Psychology Course
Pei-Yun Liu, National Dong Hwa University, Taiwan

The Influence of Identity for Heritage Language Learning in the Context of Self-Motivation
Mayumi Ajioka, University of California, Los Angeles, United States

This study investigated a Japanese heritage speaker’s learning of Japanese. As a characteristic of heritage language (HL) speakers, they tend to understand the informal variety of their HL that is used in their family environment, while the formal variety or the language used in an academic setting is not in their command. The current qualitative study provided a four-week intensive Japanese reading and writing program for a female Japanese HL speaker. She was a university sophomore, lived in Los Angeles, and had no experience of attending Japanese classes or Japanese school. The program asked the Japanese HL speaker to read an editorial of a newspaper published in Japan daily and to write a summary of the editorial and her associated opinion, as well as to keep a journal about her learning experience and difficulty with the task of the program, which was recorded in English. The study admitted her high proficiency of reading Japanese editorials and writing her opinions in Japanese despite the fact that she had never learned Japanese in a formal classroom setting. Her daily English journals and weekly interviews revealed that her identity as a Japanese person had motivated her to improve her Japanese proficiency. The implication of the research findings elucidates that providing a positive image of the heritage language and the associated culture and nurturing a healthy identity as the speaker of the language as a child would facilitate a HL speaker to study in a self-motivated context.

An Action Research on Facilitating Students’ Reflection and Linkage Between Theory and Practice With Case Method in an Educational Psychology Course
Mind, Brain & Psychology: Human Emotional & Cognitive Development & Outcomes within Educational Contexts

76621 | Comparison of Motivation for Achievement Levels in Conditional Norm and Psychological Pathology
Olga Tapalova, Abai University, Kazakhstan
Nadezha Zhiyenbayeva, Abai National Pedagogical University, Kazakhstan
Sultan Tapalov, Independent Scholar, Kazakhstan
Karina Seitimbetova, Abai University, Kazakhstan
Zukhra Yerkinaliyeva, Independent Scholar, Kazakhstan
Zarema Zhiyenbayeva, Independent Scholar, Kazakhstan

This article presents a theoretical and experimental analysis of achievement motivation patterns in young individuals. The level and characteristics of achievement motivation significantly influence psychological parameters of performance, both in the procedural and outcome aspects. The research aims to study the peculiarities of achievement motivation in individuals under normal conditions and with psychological pathology while conducting a motivational balance psychocorrection program. Research Methods: Theoretical analysis of literature in clinical psychology; A. Mehrabian’s Achievement Motivation Questionnaire, Heckhausen Test, V.E. Milman's Personality Motivation Structure Diagnostic, ‘Big Five’ questionnaire, Freiburg Multifactor Personality Questionnaire. Experimental results indicate the following: In the faculty and staff group, there were changes in the structure of socio-psychological adaptation: an increase in self-acceptance and acceptance of others, an increase in the weight of values inherent in self-actualizing individuals. In the student group, there was an increase in achievement motivation in combination with strength of adaptability, self-acceptance, acceptance of others, emotional comfort, internal control, and a decrease in escapism. In the group of individuals with mental disorders, there was an increase in achievement motivation in combination with improved adaptability, self-acceptance, acceptance of others, emotional comfort.

This research was conducted within the framework of the Ministry of Education and Science of the Republic of Kazakhstan IRN AR14872123 project, “Participatory Management of the Development of the Scientific and Innovative Potential of the Faculty and Staff of a Research University.” The obtained results have been implemented in the work of the Mental Health Center and the Psychological Services Center of Abai Pedagogical University.

Professional Training, Development & Concerns in Education

76669 | How to Use Hackathon and Narrative to Enhance Medical Students’ Comprehension and Identity of “Physician Professionalism”
Ling-Lang Huang, Mackay Medical College, Taiwan

This project is a renovation project for the course “Professionalism and career outlook” in the 109 academic year. In the previous planning, the course design we chose failed to implement our teaching purpose fully. Therefore, we rethink the new teaching model this year, hoping to improve medical students’ comprehension and identity of “physician professionalism.” Socrates said that meaning must be found by oneself, not given. This project hopes to achieve two purposes through the journey of students exploring the concept of “physician professionalism”: one is to explore the meaning of professionalism, and the other is to improve the connection between professionalism and their identity. The five steps (analysis, design, development, implementation, evaluation) of ADDIE (Branson 1978) for education design were adopted to plan the course. In addition, hackathon, narrative interview activities, the online interactive response system (IRS), and film discussions were incorporated to strengthen the link between theory and practice. Kirkpatrick’s Four-Level Training Evaluation Model (reaction, learning, behavior, and results) was adopted as the approach for evaluating effectiveness. It consists of two evaluation methods, qualitative and quantitative, and the 360-degree evaluation approach was used to conduct discussions.

78047 | Exploring the Student Nurses’ Experience of Feeling Inclined to Self-Harm During Their Clinical Practicum: A Phenomenological Study
Fan-Ko Sun, National Taiwan University, Taiwan

The aim of this study was to explore the student nurses’ experience of feeling inclined to self-harm during their clinical practicum. A phenomenological approach was used. Purposeful sampling was adopted to recruit student nurses, who inclined to self-harm during their clinical practicum, from three universities in Taiwan. Institutional Review Board approval was obtained before collecting data. Fifteen student nurses were interviewed to reach data saturation. Data were collected in 2023 and analyzed using Colaizzi’s seven-step phenomenological method. Four themes surfaced in the findings. The first theme was the attacks of pressure from multiple clinical practicum, such as pressure from clinical nursing teachers, pressure from assignments and homework, pressure from clinical environment. The second theme was physical and mental torture, including physical discomfort, psychological pain, and negative thinking. The third theme was self-destructive behavior, including inclined to self-harm, methods of self-harm, suicidal ideation, and suicide attempts. The fourth theme was coping behaviors, including catharsis, changing situations to adjust to pressure, looking for help, and self-strengthening. The findings could help raise the awareness of lecturers and students by understanding student nurses’ experience of feeling inclined to self-harm and facilitating healthy preparation for their clinical practicum and consequently help reduce potential self-harm experiences during their clinical practicum.
Teaching Experiences, Pedagogy, Practice & Praxis

74754 | Photonics Workshops for Secondary Schools
Dana Seyringer, Vorarlberg University of Applied Sciences, Austria
Arno Grabher-Meyer, V-Research GmbH, Austria
Daniela Seyringer, University of Innsbruck, Austria

Today, optics and photonics is widely regarded as one of the most important key technologies of this century. Optics and photonics touch almost all areas of our life and cover a wide range of applications in science and industry, e.g., in information and communication technology, medicine, life science, and environmental technology.

For many years, the Vorarlberg University of Applied Sciences (FHV) has endeavored to arouse and strengthen children's interest, especially in the MINT areas (Mathematics, Informatics, Natural sciences, and Technology) already in primary and secondary schools. To this purpose, the FHV runs numerous cooperation projects with various schools in the region. Flexible in the time structure, workshops on different technical topics are organized and embedded in the school lessons. The technical level is adapted to the previous knowledge of the students, the goal of the workshop and their age. In this way, a direct practical relevance can be conveyed.

One of these projects is the QUANTUM education project. As part of this project, we have organized workshops directly in the teaching process at the secondary schools to get young people in particular interested in optics and photonics. We have prepared many practical activities, hands-on experiments with lasers, LEDs, lenses, optical fibers, and other high-tech components, and videos to explain how modern communication over novel optical networks works. We have met with a very positive response from both, the teachers and students.

In our presentation we would like to share our teaching experiences from these workshops.

76090 | How Can Slam Poetry Writing Workshops Enhance Motivation and Creativity in Extraordinary Situations?
Amal Boultif, Ottawa University, Canada
Chantal Ouellet, University of Québec, Canada

The question that guided this study is how we can support education in extraordinary situations, such as natural disasters or contextual contingencies, affecting educational institutions around the world? This research involved two elementary schools in Port-au-Prince, during a socio-political crisis. In Haiti, the success rate in elementary school remains very low, and most teachers lack effective pedagogical approaches to writing, leading to demotivation and a low sense of efficacy as scriptwriters among pupils. We chose slam as a genre of both contemporary and urban poetry (Vorger, 2011) and the workshop device for working on slam poetry writing (Troia, Lin, Cohen and Monroe, 2011), ideal for improving students' writing skills, motivation and sense of efficacy. Twelve teachers led the workshops over 13 sessions of 90 minutes each. A total of 61 students aged 12 to 13 attended the after-school writing workshops. Students filled out a pre- and post-program survey on motivation and perceived writing effectiveness (Boultif, 2017). A corpus of 41 poetic texts written by the students was analyzed thematically. The teachers responded to an exit survey following the workshops. Results indicate that students benefit from their writing and speaking skills, self-confidence, and autonomy. Their texts demonstrate creative and thematic richness. The findings are consistent with those obtained in other socio-cultural contexts (Patmanathan, 2014) regarding the effect of writing workshops. Our findings contribute to the new knowledge about poetry workshops as an appropriate pedagogy for late elementary school in extraordinarily challenging situations.
This study explored the current situations of student teachers’ teaching effectiveness, professional performance and career self-efficacy in Taiwan. The study used the Ministry of Education's database of 2018 school year student teacher survey. The sample population included 3206 Taiwanese student teachers. The data analysis was performed using descriptive statistics, multivariate analysis, Pearson product-moment correlation, multiple regression, and multiple Logistic regression.

The major results present the following: A. The overall teaching effectiveness of student teachers shows that “express the expectations towards students’ behavior” and “offer examples while students don’t understand” are the highest. However, their teaching effectiveness on “control the disturbing behavior in class” and “students learn critical thinking” are the lowest. B. The overall professional performance of student teachers shows that “enthusiasm on education” and “professional ethics and professional attitude” are the highest. However, their professional performance on “special or deviant student Counseling” and “differentiated instruction and remedial teaching ability” are the lowest. C. Student teachers’ career self-efficacy are high, including the confidence of getting a formal teaching job in three years, the willingness of teaching and the passing rate of teacher's license exam. D. Student teachers at different educational stages and from different teacher education universities show significant differences and correlations in terms of teaching effectiveness, professional performance and career self-efficacy. E. The teaching effectiveness, professional performance and career self-efficacy of student teachers show significant correlation. F. The teaching effectiveness, professional performance and career self-efficacy of student teachers can predict their passing rate of teacher license exam.

Teachers of secondary level vocational education (VE) in Quebec, Canada, anticipate students to possess sufficient reading skills that fulfill curriculum requirements, yet several students lack proficiency in reading. Although new educational models advocate the integrated teaching of reading comprehension in various academic disciplines in secondary school education, there was no model in Canada or elsewhere for the full integration of reading strategies in VT in particular, by VT teachers, on which we could draw. In such a model, full integration would take the form of the simultaneous teaching of reading strategies and discipline-specific instruction by the same teacher, for example, the secretarial or hairdressing teacher. Our research-action project aimed to incorporate a validated pedagogical method for enhancing reading comprehension into the instructional practices of 19 vocational-technical instructors. One of the study objectives was to document the impact of this approach on young adult students. According to the MARSI questionnaire, students (n = 91) reported using reading strategies more frequently (p < 0.001, medium effect). Analysis of five semi-structured group interviews with 36 students indicated an enhancement in content comprehension and the implementation of efficient reading strategies. The success rate for these programs increased significantly over two years of action research. It can be concluded that VT teachers can realistically incorporate this approach in their regular teaching, and its implementation has a positive impact on students.

This summary focuses on the implementation of a joint curriculum among four schools through remote learning based on bilingual STEM courses, integrating cultural characteristics of Taiwan's Lunar New Year. It emphasizes the impact of bilingual teaching on the curriculum. The course aims to combine STEM education with Taiwanese traditional New Year culture, allowing students to create cards and unleash their creativity by using a free software. The summary summarizes four main points: First, combining the core content of STEM, creatively outputting cultural significance behind New Year celebration activities, and exporting them in the form of cultural and creative products. Second, using remote teaching technology to promote collaborative learning among the four schools, sharing knowledge and experience with each other. Third, encouraging students to use their STEM skills to create creative projects related to the New Year. Finally, by evaluating and reflecting, summarize the advantages and challenges of remote teaching cooperation, evaluate the benefits of bilingual teaching, and propose suggestions for future improvement and strengthening of cooperation.
Advancing Diversity in STEM: Examining the Impact of a Mentoring Program on Underrepresented Student Success and Persistence

Gino Galvez, California State University Long Beach, United States

Efforts to broaden participation of low-income and underrepresented minority undergraduates in STEM fields face challenges, with data indicating that a substantial percentage (48% to 65%) initially intending to pursue science eventually switching to non-STEM majors or dropping out. To address this, the Mentored Excellence Towards Research & Industry Careers (METRIC) program was created to offer scholarships, faculty mentorship, peer support, and professional development. This presentation aims to explore the impact of METRIC participation on student retention and performance. To achieve this, survey data were collected and analyzed using SPSS software. The METRIC program provided financial support for 39 students across 126 semesters, resulting in 51% graduating with a bachelor's degree by 2023, while 36% are anticipated to graduate within the next two years. Supported by faculty mentors, a majority (72%) engaged in research activities or STEM internships, with a notable increase to 95% among graduated METRIC scholars. Regarding soft and hard skills, over 67% of students expressed confidence in their preparedness for STEM courses, study skills, and utilizing resources. Additionally, more than 70% felt adept at problem-solving and maintaining a growth mindset. Of the five scholars who left the program, reasons included low GPA, switching majors or funding programs, and non-eligible part-time student status. Regarding career and academic goals, 87.5% expressed interest in pursuing a graduate degree, with 46% of graduates being accepted into STEM graduate programs or entering STEM industry positions. Overall, results suggest that participating in the METRIC program contributes positively to retention and performance among underrepresented students.
Multifaceted and Education-Only Flow Interventions: The Effect on Subjective Performance and Flow State in Rock-Climbing

John Greaney, Dún Laoghaire Institute of Art, Design and Technology, Ireland
Olivia Wynne, University College Dublin, Ireland

It is still unclear how the COVID-19 pandemic affected children's cognitive, motor, language, and socio-emotional development. In the present study, we investigated changes in these developmental domains over time and mapped out their multidirectional associations as well as associations with child- and family-level protective factors in a sample of primary-school aged children from socio-economically deprived areas in Germany (N = 428 at T1, N = 412 at T2). Children were assessed at two measurement occasions during the pandemic with a battery of standardized tests. Additionally, teachers provided questionnaires regarding their socio-emotional development, academic skills and nurturing care provided by the family. Changes in children's performance from T1 to T2 were analyzed. A network-analytical approach was applied to map out networks of conditional associations for both measurement occasions respectively. The main findings indicate that (1) children improved in the language and non-verbal reasoning task and showed lower levels of socio-emotional problems, but performed worse in the executive functioning task at T2; (2) while non-verbal reasoning and receptive vocabulary showed a stable cross-domain association most other developmental domains did not show stable associations; (3) nurturing care and academic skills act as important protective factors, being directly or indirectly associated with better outcomes in several developmental domains. This study illustrates the usefulness of the network-analytical approach in developmental psychology when considering several developmental domains.

Participant Evaluation of 3D Technology Learning: College Students’ Perceptions of Self-Efficacy

Ruoh-Nan Yan, Colorado State University, United States
Nancy Hodges, University of North Carolina, United States
Kittichai Watchravesringkan, University of North Carolina, United States
Julie Chang, Texas Tech University, United States
Julie Maertens, Colorado State University, United States

Self-efficacy refers to an individual’s belief in his/her capacity to perform a target behavior and reach specific goals (Bandura, 2004). Research has suggested that the stronger the individuals’ perceptions of self-efficacy, the more active efforts they would attempt. Although university students have ample amount of exposure to technology and are assumed to be technology savvy, they may not be technically proficient with 3D/virtual applications (Gu et al., 2013). To meet the workforce demands of technology-capable employees, educators need to prepare students in 3D/virtual technology use (Hodges et al., 2020). The purpose of the study was to examine how university students respond to various education modules which were designed to improve their technology self-efficacy, specifically in relation to 3D/virtual technologies applicable in the apparel and textiles industry. Following the conceptual framework for Teaching Virtual/3D Technology (VT) in Apparel and Textiles (TVTAV), education modules in areas such as retailing, visual merchandising and promotion, and product development were developed and delivered to apparel and merchandising students at three US universities. Data from a short survey to 20 undergraduate students and interviews with 10 undergraduate students, who participated in the various education modules during the years of 2021 to 2023 were collected. Participants reported stronger sense of ability to apply their learning of 3D/virtual technologies from those education modules to future courses, internships, and careers. Further, participants indicated that instructors, teaching assistants, and peers acted as social influencers in their perceptions of success in learning 3D/virtual technology related materials and in developing problem-solving skills.

Multifaceted and Education-Only Flow Interventions: The Effect on Subjective Performance and Flow State in Rock-Climbing

Tim McNichols, Dún Laoghaire Institute of Art, Design and Technology, Ireland
Olivia Wynne, University College Dublin, Ireland
John Greaney, Dún Laoghaire Institute of Art, Design and Technology, Ireland

Flow is a highly sought-after state, as it is associated with increased performance and positive subjective experiences. Research is needed to establish the most effective flow interventions, especially in adventure recreation. Using a mixed-methods, quasi-experimental, between-within design with a control group, the present study investigated the impact of a multifaceted flow intervention, consisting of mindfulness, self-talk training and imagery, and an education-only flow intervention. The dependant variables were flow state and subjective performance. Participants were recruited from the general public (N = 54). The Flow Short Scale (Engeser & Rheinberg, 2008) and a subjective performance measure (Pain et al., 2011) were used. The flow-performance relationship was also investigated and the underlying mechanisms of both flow and performance were analysed through thematic analysis. There was a significant difference in participant's flow (p < .001) and subjective performance (p < .001) after bouldering. There was a significant interaction between time and intervention type, the multifaceted group had the highest mean flow scores after bouldering, followed by the education-only intervention. Therefore, the multifaceted intervention may be a suitable tool for coaches and health promoters. There was a strong, positive relationship between subjective performance and flow. Mechanisms of flow and performance were also discovered.
Higher education institutions today face an increasingly complex and rapidly changing environment. To adapt and respond effectively, they must develop themselves as learning organizations that foster readiness for change. Developing resilience organizational levels is critical to this process, as it empowers higher education institutions to navigate through challenges effectively. However, research on the interrelationships between these constructs in higher education institutions is limited. Understanding these potential links is crucial for higher education institutions seeking to enhance their change readiness capabilities. Against this background, this research examines the impact of organizational resilience on organizational readiness for change in higher education institutions in the United Arab Emirates (UAE). The model is tested with a sample of 250 respondents collected from three higher education institutions in the UAE. Here, a quantitative approach using partial least squares structural equation modeling (WarpPLS-8.0 version) is employed. The results indicate that resilience positive relationship on organizational readiness for change. The study contributes to the literature by investigating the two key concepts and applying the model specifically in UAE higher education institutions. The findings have practical implications for UAE universities seeking to enhance their adaptability and responsiveness to change. As learning organizations, they can build resilience capacities among faculty and staff to strengthen organizational change readiness.

Connections Between International Posture and Interest in Sustainability in the English Classroom
Kira Adams, Yamaguchi University, Japan

As Japan works to integrate Sustainable Development Goals (SDGs) into curriculums, the goals have also been adopted into English courses. However, there are 17 goals, concerning diverse topics, and addressing all of them in a single course is often unrealistic. Therefore, this study seeks a way to carefully tailor topics to students’ interest in sustainability, based on Yashima’s (2002, 2009) International Posture (IP) Scale, and additional questions to ascertain SDG importance, relation to career, relation to studies, and the perceived necessity of English for SDG achievement. A survey was given to 266 first-year university students (141 male, 125 female) in general education English classes. A separate multiple regression analysis was conducted for each SDG for the target variable, “Interest in Studying SDG in English”, to determine how effects and significance of variables differed for each goal. Results showed that the perceived necessity of English for SDG achievement was significant for all 17 goals. The IP subscale, “Intergroup approach tendency”, was significant for 12 of the goals. Personal importance and relationship to future career were each significant in 9 of the goals. These results suggest that curriculum design in the English classroom should not only consider students’ majors and careers, but also work to include SDGs that are positively influenced by student attitudes toward the international community.

Efficacy of Cognitive Function Training in Older Adults with Dementia: A Randomized Controlled Trial
Kuei-Ru Chou, Taipei Medical University, Taiwan

Cognitive function, working memory, attention, and coordination are higher-level functions sharing a complex relationship. Limited evidence exists on the effectiveness of cognitive function interventions to improve cognitive outcomes. We aimed to analyze the efficacy of cognitive function training (CFT) on cognitive function in older adults with dementia. A double-blind, two-arm, parallel-group randomized controlled trial was conducted in community care centers of Northern Taiwan. We recruited 70 participants older adults with dementia (mean age: 82.3 ± 6.46 years) were randomly assigned to experimental (CFT) and control groups (passive information). Both groups underwent 30 minutes per session, three sessions per week for eight weeks, for a total of 24 sessions. The outcome indicators were cognitive function assessed by MMSE. Measurements were obtained at pretest, posttest, and at 1 month after the training had ended. The results were analyzed by a generalized estimating equation, which indicated that the CFT maintained total MMSE scores for 1 month after intervention (β = 1.54, p = .001). Recall memory improved significantly in the immediate and 1-month follow-up posttests (β = 0.51, p = .001, β = 0.77, p = .003), but orientation, attention, calculation, visual-spatial ability, and language did not improve after the training. Our findings demonstrate that CFT produces favorable effects in improving cognitive function, and recall memory among older adults with dementia. Therefore, we suggest that community healthcare settings conduct regular activities and long-term training to delay cognitive decline among older adults.

Exploring the Efficacy of Art-Related Activities, Particularly Painting, as Adjuvant Therapy in Schizophrenia: An Evidence-Based Case Report
Theresia Krisniati, Independent Scholar, Indonesia

Background: Schizophrenia is a condition that affects approximately one in 300 individuals across the globe, leading to the experience of both positive and negative symptoms. While antipsychotic medication remains the primary treatment, some patients still contend with residual symptoms and relapses. Art-related activities, particularly painting, are frequently used as potential adjuvant therapies for individuals with schizophrenia. Therefore, this study aimed to critically assess the efficacy of art-related activities, specifically painting, as supplementary therapy. Methods: A comprehensive literature search was conducted on PubMed, Google Scholar, and ScienceDirect, guided by clinical questions and strict inclusion or exclusion criteria. The selected articles were critically evaluated to determine their validity, significance, and applicability. Results: The literature search identified 3 randomized controlled trials (RCTs) and 1 case series, each with varying validity and analysis outcomes. Among the RCTs, 2 reported a positive effect of art therapy on the negative symptoms of schizophrenia, while the remaining 1 found no significant impact on patients. In a case series study, a substantial difference was observed in the symptoms of schizophrenia patients who engaged in art activities. Conclusion: In conclusion, the potential of art-related activities as adjuvant therapy for individuals with schizophrenia lacked sufficient and consistent evidence.
Background: Psychological resilience is the process of effectively adapting to stressful events or managing significant sources of stress and is associated with schizophrenia (SZ). Extracellular vesicle microRNAs (EV miRNAs) can influence gene expression in distal target tissues and play a key role in intercellular communication. Therefore, we aimed to use aberrant miRNAs-targeted genes of psychological resilience for evaluating the predictive ability of the model to discriminate schizophrenia.

Methods: We recruited 30 SZ patients and 15 healthy controls (HC) in the study. A genome-wide profiling of EV miRNAs was performed to detect the aberrant miRNA expressions between low and high resilience individuals. Next, we conducted enrichment analysis based on the miRNAs to combine psychological resilience, neurological and mental-related filtering conditions to detect the candidate genes. We used the resilience-related genes to distinguish SZ and HC and evaluated predictive ability of the model for SZ using ROC curve analysis.

Results: In the genome-wide EV miRNAs and enrichment analyses, we discovered four EV miRNAs-targeted genes associated with resilience (c-Myc, AKT3, NLRP3, and ROCK1). Through gene function analysis, the finding showed that ROCK1 was related to regulating vascular oxidation and stress response. In the results of ROCK1 expression, there was a significant difference between SZ and HC (p < 0.05). In the ROC curve analysis, ROCK1 gene had good discrimination ability between SZ and HC (accuracy = 0.76, sensitivity = 0.73, and specificity = 0.80).

Conclusions: Our findings suggest that EV miRNA-targeted gene of psychological resilience can be utilized to identify schizophrenia and may contribute to early prevention and intervention.
Parents’ WhatsApp Coping Resources in the Context of Ongoing Political Conflicts: An Ecological Exploration
Orna Braun-Lewensohn, Ben-Gurion University of the Negev, Israel
Daphna Yeshua-Katz, Ben-Gurion University of the Negev, Israel
Stav Shapira, Ben-Gurion University of the Negev, Israel

Mobile technologies have become significant resources for crisis communication and social support in recent years. However, despite empirical evidence pointing to the centrality of these technologies for parenthood in everyday life, it is yet unknown how parents’ coping resources play a role in the digital environment. In this study, we examined how parents cope with prolonged political violence online, based on Bronfenbrenner’s ecological theory and the three levels of coping it encompasses: personal, family, and community. We employed a photo-elicitation technique during in-depth interviews with 21 parents residing in communities near the Israel-Gaza border, to identify digital coping strategies in WhatsApp groups. These strategies were related to the process of parental digital coping in the context of ongoing political violence. Theoretically, our findings contribute to expanding the core concepts of coping theories, traditionally studied in offline environments, to the digital realm. Empirically, our analysis revealed that participants developed digital coping methods at two ecological levels: personal and community. At the personal level, our participants used local WhatsApp parent groups (WPGs) to manage stress by exchanging emotional and instrumental support and venting emotions. At the community level, our participants indicated that local WPGs could help address emergencies collectively through the provision of instrumental support, emotional support, relief through humor, and as a platform for venting. Our study, by identifying how they use local digital settings, indicates the ways residents can potentially increase their personal and community resilience.

Qualitative/Quantitative Research in any other area of Psychology

Perceived Benefits as a Mediator of Social Media Engagement and Behavioral Intentions Regarding E-cigarette Use Among College Students in Taiwan
Li-Ling Liao, Kaohsiung Medical University, Taiwan
I-Ju Lai, I-Shou University, Taiwan

The prevalence of e-cigarette use among college students is rising, driven by exposure to e-cigarette information on social media and online platforms. Research indicates that college students’ perceived advantages of e-cigarette use are positively linked to their intentions to use these products. This study explores how perceived benefits mediate the relationship between social media engagement and e-cigarette use intentions among Taiwanese college students. A cross-sectional online survey included 1,519 Taiwanese college students who had not used e-cigarettes in the past 30 days. Four questionnaires assessed benefit perceptions related to e-cigarettes, social media engagement (including browsing, searching, and sharing e-cig information), e-cigarette use intentions, and sociodemographic factors. Data were analyzed using descriptive statistics, an independent sample t-test, chi-square test, and mediation analysis. Results showed that 13.1% (n = 199) of participants expressed intentions to use e-cigarettes, including considering their use within the next year or accepting offers from friends. Those with such intentions were significantly more engaged in social media activities related to e-cigarette information than those without such intentions. Additionally, those with intentions to use e-cigarettes reported significantly higher perceived benefits than their counterparts. Importantly, when accounting for background factors, perceived benefits emerged as a mediating factor, influencing the relationship between sharing e-cigarette-related content on social media and behavioral intentions toward e-cigarette use. In conclusion, the findings of this study underscore the need for targeted health interventions and educational campaigns to address the potential negative impact of social media on e-cigarette use intentions among this population.
Tuesday Poster Presentations

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

Abstracts appear as originally submitted by the author. Any spelling, grammatical, or typographical errors are those of the author.
For certain individuals, speaking a foreign language might be exceptionally difficult. Some individuals have a natural aptitude for smooth communication, whereas others face challenges in acquiring this skill. The factors that contribute to individuals speaking a foreign language proficiently came under scrutiny. The objective of this research was to examine the attributions that nursing students had for their improvement in English-speaking skills. Attribution alone pertains to the justifications and rationales individuals offer for their advancement, accomplishment, or even lack thereof in a specific area, such as language acquisition. The study included a total of 38 nursing students from the Faculty of Nursing at Universitas Pelita Harapan in Indonesia. Data collection involved the utilization of open-ended questionnaires and interviews as the primary instruments. The participants were instructed to offer written responses to three items on the questionnaire. Additionally, during the interview phase, the researcher engaged seven participants to elaborate on their written responses from the questionnaire. The data analysis indicated that the primary factors contributing to the improvement of nursing students' English-speaking skills were the importance of doing speaking activities, internal motivation, and amicable learning environment.

Less educated people are viewed negatively and their opinions are belittled. Besides, along with other groups, they are underrepresented in the political arena which questions the legitimacy of democratic systems. Despite the existence of education-based devaluation, research on how people dehumanise individuals and groups with lesser education and minimise their democratic rights is scarce. In this project, we carried out a set of survey studies (correlational) in which we found that people consider the lesser-educated to be less than human compared to more-educated individuals and groups (Study 1a, N = 304) and that lesser-educated democratic rights (voting, running for office) should be restricted (Study 1b, N = 504) based on the opinion of the Spanish participants. Furthermore, in another correlational study, we identified that dehumanisation tendencies of the less (vs. highly) educated targets predict support for denying them voting rights or the capability to run for public candidacies in a set of regression analyses (Study 2, N = 447). Finally, we presented our findings of the compelling link between education and dehumanisation to a large group of students (N = 470). These results suggest that education-based dehumanisation might undermine the democratic social contract.
The current study aimed to comprehensively investigate the psychosocial and socio-economic factors that influence the motivation of the general public to engage in pro-environmental behavior (PEB). Previous research has often focused on these factors separately, resulting in a fragmented understanding of the psychological and sociological aspects of PEB. Moreover, past studies have relied on artificial stimuli and scenarios, limiting the ecological validity of their findings. To address these gaps, we utilized data from the World Values Survey to examine the relationships between psychological well-being, post-materialistic values, political stance, social class, and individuals' attitudes toward and engagement in PEB. Through the implementation of a structural equation model, our findings revealed that post-materialistic values and liberal values were positively associated with increased PEB. Additionally, we discovered that political stances played a mediating role in the relationship between post-materialism and pro-environmental attitudes. Furthermore, we explored the impact of income level on PEB and observed both direct and indirect effects, which interestingly had opposing influences. The complexity of the income effect was further elucidated by examining respondents' psychological well-being. Overall, our study contributes to the existing literature by providing a comprehensive model that integrates psychological and sociological perspectives on PEB. Furthermore, we emphasize the need for policy implementations that foster pro-environmental intentions among the public. These findings have important implications for promoting sustainable behaviors and addressing environmental challenges. Further research is warranted to expand upon these findings and explore additional factors that may influence pro-environmental motivations.

This study explores the conceptualisation of infertility by Bapedi elders of Moletjie Moshate, in Limpopo Province, South Africa. The study adopted the Afrocentric framework as its theoretical framework and an indigenous exploratory research design was used as a methodological paradigm. Twelve elders were selected through purposive sampling, and the data was collected by using the conversational data collection method. The collected data was analysed through narrative data analysis method. The findings demonstrate that infertility is divided into two types, namely: boopa and phatsa which refer to primary and secondary infertility respectively. The findings reveal that Bapedi elders conceptualise infertility as a condition that is both natural and acquired. To intervene, it was established that herbs and conversational methods such as go hlatswa dirope are employed. Furthermore, there are ceremonies such as go phasa badimo (appeasing the ancestors) as a way to prevent and treat infertility. The study notes that the conceptualisation of infertility was mostly focused on females. However, based on this, it can be inferred that infertility has its own set of family dynamics and challenges that have ramifications for family functioning. Thus, given the African culture and beliefs about infertility it is imperative that the impact of infertility in families be studied, extensively in order to provide family oriented interventions.

It is widely argued that presenting stimuli of similar durations preceding the targets in a time perception task would influence its perceived duration. A potential explanation for this is comparable to other perceptual modalities that participants adapted to stimuli of similar duration, resulting in an aftereffect. The pooled activities of adapted neurons influence a time-related decision. However, the aftereffect may also affect the reference duration of time bisection tasks and time reproduction tasks used in previous studies, leading to inaccurate estimations. The present study aims to overcome this methodological limitation using a time production task without presenting any time reference and measuring the produced duration in a pre-post time adaptation manner. This modification also allowed us to study whether our mental reference to time will be affected by time adaptation. Further, an adaptation model will hypothesise a change in perceptual sensitivity, which will also be studied in this study. Ninety participants with normal or corrected to normal vision will complete a time adaptation task and a time production task. The time adaptation task is a between-subject factor including three adapting durations – 0.5, 1 or 2s. In contrast, the time production task is a within-subject factor that participants will be asked to produce 0.5, 1 and 2s before and after the time adaptation. The produced durations and their standard deviation will be analysed to study the potential adaptation effect in terms of duration and sensitivity.
Ostracism, defined as being ignored and rejected by others, is a painful and powerful experience that threatens psychological needs related to an individual's well-being and can lead to a desire to restore social bonds (Williams, 2007, 2009). However, few studies have examined the conditions under which it leads to social identification. We hypothesized that sharing the experience of ostracism may be one of these conditions. Indeed, sharing a common painful experience is a way to foster social bonds and promotes cooperation as well as group identification among individuals (Bastian et al., 2014; Bastian et al., 2018). In four studies using minimal groups (N = 721) in a Cyberball procedure, we examined the consequences of co-experiencing ostracism on group identification and well-being. In Studies 1 and 2 (N = 171; N = 211), results showed that sharing a common experience of ostracism with an ingroup member increased ingroup identification but did not improve psychological needs during the ostracism experience. In Study 3 (N = 230), we replicated our identification findings and showed that sharing ostracism promotes psychological closeness with the ostracized partner but does not moderate need recovery. In Study 4 (N=110), we observed that ostracism, whether shared or not, increases identification but does not increase perceived entitativity of the group. These results are discussed with regard to the identity strategies of individuals victims of social exclusion.

The effect of psychological needs on online conformity

Since the seminal studies of Asch (1951), conformity has been studied extensively and several factors have been identified as influencing susceptibility to conformity. This study examines the effects of need for uniqueness (NFU) and need to belong (NTB) on conformity. We expect that NTB will enhance conformity, whereas NFU will inhibit it. We used an online procedure (a chat) to measure participants’ conformity in response to a series of moral dilemmas (7 critical and 3 filler). We measured psychological needs (NFU and NTB) one week before the main experiment. Then participants (N= 149, 132 females) responded to the dilemmas either in the presence of 4 (fake) other respondents who responded in a counter-normative way (experimental condition) or without the presence of such other respondents (control group). The results indicated that participants in the experimental group gave counter-normative answers to the seven critical dilemmas more frequently (96%) than those in the control group (86%, X² (1) = 4.67, p = .031). A multiple regression model reveals the expected negative effect of NFU on conformity (R² = .270, F(1, 145) = 4.54, p = .035), while no significant effect was observed for NTB. These results replicate and extend Asch's classic findings on conformity, showing that individuals tend to conform to the majority in an online environment. They also highlight the role of the need for uniqueness in resisting majority pressure. The limitations and implications of the study are discussed.
While interest in the relationship between self-compassion and compassion for others is widespread, limited empirical evidence supports this connection. López et al. (2018) found no significant correlation between self-compassion and compassion for others; however, prior research suggests that helping behavior is more pronounced within close relationships. This study investigates the influence of self-compassion on kindness in intimate relationships. Forty-four Japanese undergraduates were presented with a scenario in which their intimate partner confided concerns, and subsequently, they were asked to articulate their responses. In the experimental condition, where self-compassion was induced, participants exhibited a heightened intention to empathize with others' feelings, and displayed less judgment, compared to the control condition. These findings suggest that self-compassion may enhance a sense of compassion for others, particularly in situations where individuals in close relationships face challenges.

This study aimed to investigate gender differences in smoking stigma recognized by Korean smokers and to explore the effect of such gender differences on the effectiveness of smoking cessation messages that prime an identity crisis of smokers, providing implications for effective smoking cessation intervention strategies for female smokers. This study used the smoker-gender Implicit Association Test (IAT) to measure the smoking stigma according to smokers’ gender, consisting of smoker photos and positive and negative words for 120 smokers aged 19 to 35 years old (60 males and 60 females). To investigate the effect of social stigmatization on smokers, participants were asked to watch anti-smoking campaigns that stigmatizing either smoking behavior or smokers’ self-identity, then the cognitive attitudes and cessation intention were measured repeatedly to show differences according to gender and message conditions. As a result, the D-score of the IAT showed that female smokers perceived same-gender smokers significantly more negatively than male smokers did, suggesting a higher level of smoking stigma in the IAT. Female smokers in the socially stigmatizing condition reduced their negativity on smoking less than female smokers in non-social condition. Moreover, there was no improvement in cessation intention when female smokers received identity-threatening messages, which meant female smokers tended to resist the stigmatizing messages. The results of this study provided empirical evidence to the fact that the gender of Korean smokers is a proficient variable related to the significant differences in smoking stigma.

The psychological distress of terminal ill patients is a complex and subjective experience, including: depression, anxiety, hopelessness, demoralization, desire to death, loss of meaning and purpose, all related to loss of dignity. Maintaining the dignity of patients is not only the moral obligation and ethical consideration of medical professionals, but also the primary connotation of nursing care. The study interviewed 14 terminal ill patients about their perceptions of dignity to construct a Taiwan version of “Terminal Ill Patient Dignity Model” and “Terminal Ill Patient Dignity Scale”. The Terminal Ill Patient Dignity Model includes five domains: physical problems, psychological problems, privacy problems, support systems, and desire to death. Each domain contains 2 to 10 items. Finally, the Terminal Ill Patient Dignity Model was developed in 22-items. A questionnaire survey and convenience sampling with 110 terminal ill patients in a medical center will be used to establish the validity and reliability of the scale. The study is expected to reduce psychological distress in terminal ill patients, and to extend the application to early palliative patients.

This study investigates the impact of a Mindfulness-Acceptance-Commitment (MAC) group counseling program on resilience and work effort in a cohort of 30 professional football players. Pretest and posttest measures utilizing validated resilience and work effort scales were employed to assess changes in participants' psychological well-being and performance-related attributes. The intervention comprised 10 sessions of MAC group counseling, focusing on mindfulness-based practices, acceptance of thoughts and emotions, and commitment to personal values. The study aimed to explore the efficacy of the program and the potential for improving resilience and work effort in professional football players, given the unique stressors and demands associated with their high-performance careers. Results indicated a significant improvement in both resilience and work effort scores following the completion of the MAC program. The findings suggest that the tailored intervention positively influenced participants’ ability to bounce back from adversity and exert sustained effort towards their professional goals. The observed increase in resilience and work effort scores underscores the potential efficacy of mindfulness-based interventions in fostering mental resilience and optimizing performance outcomes in elite sports settings. This research contributes to the growing body of literature on mental health and performance enhancement strategies for athletes, particularly within the context of professional football. The implications of these findings extend beyond the field of sports psychology, emphasizing the relevance of mindfulness and acceptance-based approaches in promoting well-being and work-related outcomes in high-stakes, high-demand environments.
Previous case studies have shown that Muslims in Japan face difficulties building interpersonal relationships with their Japanese hosts (Nakano, Okunishi, & Tanaka, 2015). This study builds on this existing research by examining whether the difficulties and strategies shared by Muslims in Japan differ from those in societies with many immigrants and people from diverse backgrounds. Therefore, this study qualitatively examined the formation of interpersonal relationship between Muslim immigrants in the US and their American hosts. Findings were compared with prior research from Japan. Semi-structured interviews were conducted with 15 Muslim immigrants in the US, using the same questions as those used to examine Muslims in Japan. The informants ranged from teenage students to working adults in their 60s. They were asked about their interpersonal relationships in the US, including difficulties in social interactions and tips and strategies for forming relationships with local people. The results showed that they did not experience the same troubles Muslims tend to experience in Japan, such as peer pressure and difficulties in explaining Islam to their local hosts. Although they perceived cultural differences in communication styles and relationship building, they expressed less discomfort in interpersonal interactions than Muslims in Japan did. These differences suggest that the contrast between American society, which values individuality and accepts differences, and Japanese society, which favors collectivism, affects the types of difficulties encountered. Future research is needed to make comparisons through quantitative research based on these results.

Industrial Organization and Organization Theory

The topic of abusive supervision has predominantly focused on the victim-centric perspective, far less research has paid attention to the perpetrator-centric perspective. Based on this, the purpose of this study is to extend the nomological network of abusive supervision by focusing on the perpetrator-centric perspective. In addition, leaders may perpetrate abusive supervision behaviors based on unintentional and strategic motives. Accordingly, drawing from self-regulation theory, we explore both the self-regulation depleted process of unintentional abusive supervision of leaders and the self-regulation enhanced process of strategic abusive supervision of leaders. We also investigate the moderating role of ideal leadership self-concept. Survey data was recruited from a sample of 52 supervisors (508 daily observations) across 10 consecutive working days from technology industry in Taiwan and was collected by using time-lagged experience sampling methodology. In addition, the hypotheses were examined by using hierarchical linear model and Monte Carlo method. We found that self-regulation depletion mediated the relationship between unintentional abusive supervision and work performance. Further, ideal leadership self-concept for sensitivity moderated the above mediated relationship. Work engagement mediated the relationship between strategic abusive supervision and work performance. Further, ideal leadership self-concept for tyranny moderated the above mediated relationship. This research can fill the gap of the abusive supervision literature and provide theoretical and managerial implications.
Decisional conflict (DC) is a psychological construct that an individual experiences in making a decision that involves risk, loss, regret, or challenges to one’s values. This study assessed DC in a cohort of South African men undergoing curative treatment for localised prostate cancer (LPC). The objectives were to (1) to examine the association between DC and prostate cancer knowledge (PCK), demographics, state anxiety, prostate cancer anxiety and time to treatment and (2) to compare levels of DC between treatment groups [prostatectomy (RP) and external beam radiation (RT)]. Method: Data, comprising the Decisional Conflict Scale (DCS), Prostate Cancer Knowledge (PCK), State-Trait Anxiety Inventory (STAI-S), the Memorial Anxiety Scale for Prostate Cancer (MAX-PC) and demographic data from 83 participants of a larger prospective longitudinal observational study examining depression, anxiety and health related quality of life (DAHCP) were analysed. Results: The mean age of participants was 63 years (RP 61yrs and RT 65yrs; p< 0.001). Most were of mixed ancestry (72.3%). The total DCS scores between the treatment groups (RP 25.00 and RT 18.75; p = 0.037) and two DCS sub-scores- uncertainty (p = 0.033), and support (p = 0.048), were significantly higher in the RP group. A statistically significant negative correlation was observed between state anxiety and time between diagnosis and treatment in the RP group (Spearman’s rho = 0.368; p = 0.030). There was no correlation between the DCS score and PCK within each treatment group (Spearman's rho RP = 0.249 and RT = 0.001). Conclusion: Decisional conflict was higher in men undergoing RP. Men were more anxious in the RP group regarding the time treatment was received from diagnosis. No correlation was observed between DC and PCK. Pre-surgical management of DC should include shared decision making (SDM) which is cognisant of patients’ values facilitated by a customised decision aid.

Decisional Conflict is Associated with Treatment Modality and not Disease Knowledge in South African Men with Prostate Cancer
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Human beings are driven to maintain lasting relationships, but interpersonal transgressions are inevitable and threaten social bonds. For victims, one post-transgression response is harbouring a grudge against the transgressor. Recent qualitative work defines grudges as sustained feelings of hurt and anger that dissipate over time but can be easily reignited when needed (van Monsjou et al., 2021). Based on this definition, we predicted that hurt and anger are both significant contributors to grudges. However, previous research indicates that hurt can facilitate forgiveness, whereas anger can escalate conflicts (Lemay et al., 2012), suggesting that the relation between these emotions and grudge holding is unclear. To investigate the interrelationship (Study 1 & 2) and the mechanism explaining the associations of hurt and anger and grudge holding (Study 2), two nonexperimental studies were conducted on community sample (Study 1, N = 174) and undergraduate sample (Study 2, N = 427). In Study 1, participants’ self-reported hurt and anger interacted to predict their grudges, such that those with intense hurt and anger (+1 SD) showed stronger grudges than others. In Study 2, composite variables of hurt (α = .85) and anger (α = .75) were created and tested. The moderated relationship was consistent with Study 1. Finally, Study 2 revealed that a negative evaluation of the transgressor explained the moderated relationship. The current research extends the social motivation literature by considering the interaction between hurt and anger and empirically testing the theory of grudge holding.

The Seeds of Grudges: Tracing the Interplay of Hurt and Anger
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To detect, handle, and contain hazardous chemicals and toxins, Singapore Civil Defence Force (SCDF) Hazardous Materials (HazardMat) specialists undergo regular trainings where they don their personal protective equipment and simulate the processes and tasks necessary for responding to an actual incident. To maintain their operational fitness, however, these training sessions are often played out in a much faster pace than actual incidents. An open question now is if the cognitive and physiological fitness of our HazardMat specialists is differentily affected by the different rest durations between training and actual operations. This study presents the first attempt to systematically examine current practices, and to determine the optimal work-rest cycle based on cognitive and physiological measures. A total of 120 HazardMat specialists were recruited and randomly assigned to receive either 15, 30, or 45 minutes of rest between two rounds of HazardMat training. Cognitive and physiological measures were administered periodically before and after each HazardMat training. The Psychomotor Vigilance Task and the Operation Span Task were used to measure vigilance and working memory, respectively. Maximal and average heart rate, body temperature, and oxygen saturation levels were taken as indication of physiological fitness. Self-reported measures, the Rating-of-Fatigue scale and the Borg Rating of Perceived Exertion scale were also administered. Data collection is still ongoing, and we aim to complete it by December 2023. Interim findings suggest that while 15 minutes may be helpful in terms of a faster working memory recall, vigilance performance, however, may suffer.

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The growing prevalence of deliberate self-harm without suicidal intent, known as Nonsuicidal Self-Injury (NSSI), has sparked significant concern among mental health professionals. However, there are only a few studies that explored NSSI in the Philippine settings and examined the risk factors that lead to this perplexing behavior. This study investigated the intra- and interpersonal factors contributing to NSSI among Filipino undergraduate students. It examined the indirect effects of self-esteem, perceived family and peer support, and academic stress on NSSI through emotional distress and emotion regulation strategies, particularly cognitive reappraisal and expressive suppression. The study found that perceived family and peer support, as well as self-esteem, indirectly influenced NSSI through emotional distress. However, academic stress did not show a significant impact. Additionally, expressive suppression exacerbated the link between low self-esteem and NSSI, while cognitive reappraisal had no moderating effect. These findings suggest that fostering strong social support and enhancing self-esteem could be crucial in preventing NSSI. Moreover, interventions focused on developing healthy emotion regulation skills, particularly reducing expressive suppression, might be beneficial for individuals at risk. Overall, the study highlights the importance of considering both intra- and interpersonal factors, along with emotional processes, in understanding and addressing NSSI. This knowledge can inform the development of comprehensive treatment approaches aimed at improving interpersonal skills, emotion regulation, and overall well-being.
Aging and Gerontology

77556 | Effects of Dual Task Prioritization Training on Dual Task Walking in Older People: A Single-Blinded Randomized Controlled Trial
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Dual task prioritization was adopted due to limited attention and information processing capacity when performing dual tasking. However, the effects of different task prioritizations during dual task training have not yet been investigated. The purpose of this study was to investigate the effects of task prioritization (focus) during dual task training on dual task walking performance in older people. Thirty-nine participants were assigned to one of the three groups (n=13 for each group): posture-focus group (PF), supraposture-focus group (SF), and control group. The training was 30 min/session, 2-3 sessions/week for 4-6 weeks, with total 12 sessions. Participants received the same cognitive dual task training, and the differences were the instructions for task prioritization. Participants were instructed to pay most attention to the cognitive task in SF and to the standing or walking task in PF. No prioritization was instructed in the control group. Outcomes included cognitive and motor dual task walking performance. The cognitive dual task walking speed (p=0.004), stride length (p=0.001), and number of accurate subtractions (p=0.001) were significantly improved more after PF than control group. PF also exerted more improvements in stride length (p=0.009), cadence (p=0.049), and number of accurate subtractions (p=0.014) than SF. Besides, PF resulted in significant more improvements in speed (p=0.008) and cadence (p=0.016) during motor dual task walking than SF. Dual task training with posture prioritization could be suggested to older people to improve their dual task walking performances.

77730 | The Impact of Post-Retirement Working Status on the Changes in Cognitive Function in Taiwanese Retirees
Tai-Kang Wu, National Cheng Kung University, Taiwan
Der-Chiang Li, National Cheng Kung University, Taiwan

Research shows that continuous work may positively impact cognitive function, but no consistent result concludes. This study aims to investigate the effects of post-retirement working status on the changes in cognitive function of retirees and to elucidate the roles of education level and early retirement, using Taiwanese retirees as an example. This is a follow-up study in which we use two waves of the Taiwan Health and Retirement Study, a nationally representative sample of retirees aged 50 to 74 years collected from 2015 to 2019. The sample consisted of 2,278 participants who retired from the public or labor insurance systems and completed two data collection waves. Post-retirement working status was categorized into three groups: full-time, part-time, and fully retired. Cognitive function was assessed using the Saint Louis University Mental Status (SLUMS) examination. Multiple linear regression analysis revealed that, after controlling for covariates, the impact of post-retirement working status on cognitive function change did not reach statistical significance. However, when stratified by education level, it was observed that retirees with lower educational attainment who engaged in full-time post-retirement work showed improved cognitive function scores compared with those who were fully retired.

This study concludes that the influence of post-retirement work on cognitive function changes varies among retirees with different educational backgrounds. Moreover, the impact of early retirement on cognitive function was also found to be heterogeneous.

78131 | Daily Activities of Older Adults Before and During the COVID Pandemic
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This study examines how older adults’ (65yo-plus) daily activities shifted during the years around the COVID pandemic, with regards to activity type, activity partner, and activity location. Using data from the American Time Use Survey, this study compares activities across the pre-pandemic (2019-March 2020), early pandemic (May-December 2020) and pandemic-normal (2021) periods. We draw on and extend continuity theory, testing whether a societal event impacting daily life may influence daily activities. Compared with the pre-pandemic period, respondents reported spending less time on leisure outside the home, traveling, and with non-household members, and more time alone, and at home during first year of the pandemic. Sequence and cluster analyses showed five typologies characterising typical days across the three periods, predominated by housework, leisure at home, TV, a combination of leisure at home and outside with TV, and paid work. Proportion of respondents in each cluster shifted, as well as within clusters duration of time in each activity. Across the pre-pandemic and early pandemic periods, proportion of sample belonging to the primarily leisure at home cluster increased (9.9% to 17.9%) while proportion belonging to primarily housework cluster decreased (45.7% to 17.6%). During the pandemic-normal period, characteristics and patterns of daily activities reversed slightly to be more similar to that observed before the pandemic. COVID has shifted daily life of older adults, though consistent with continuity theory, we find a slight reversal during second year of the pandemic towards patterns observed before the pandemic.
Tuesday Poster Session 2

Prevalence and Risk Factors of Possible Sarcopenia in Patients with Subacute Stroke
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Possible sarcopenia, the loss of handgrip strength in the elderly population, can lead to poor functional prognosis after stroke. In this mixed prospective and retrospective cohort study, we aimed to elucidate the clinical risk factors for possible sarcopenia at discharge in 152 patients with subacute stroke. Univariable and multivariable logistic regression analysis was performed to determine the risk factors associated with possible sarcopenia. At the time of discharge, the prevalence of possible sarcopenia was 68.4%. After adjusting for all potential covariates, older age (odds ratio [OR], 1.1; 95% confidence interval [CI], 1.01–1.21; p = 0.04), tube-dependent feeding (OR, 6.66; 95% CI, 1.11–39.84; p=0.04), and high National Institute of Health Stroke Scale scores (OR, 1.2; 95% CI, 1.01–1.44; p=0.04) were associated with a higher likelihood of possible sarcopenia at discharge. Higher nonhemiplegic calf circumference (OR, 0.8; 95% CI, 0.67–0.96; p=0.004) was associated with a lower likelihood of possible sarcopenia. We conclude that tube feeding, high stroke severity, decreased nonhemiplegic calf circumference, and older age are independent risk factors for possible sarcopenia in patients with subacute stroke.

Occurrence and Related Factor of Unplanned Exubtation (UE) Among Patients in Stroke and Intensive Care Unit
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Background and objectives: Unplanned Exubation (UE) in endotracheal tube (ETT) among patients in stroke critical care unit (SICU)'s Patients have a variety of causes.
Methods: This retrospective study was to evaluate the occurrence and risk factors of UE in SICU among 181 patients from 1 January 2020 to 31 August 2022. The inclusion were all patients with intubation ETT and the 11 patients were cut off from readmission and unable to fulfill the information. Totally were 170 patients. The descriptive statistics such as frequency, percentage, and standard deviation were used to analyze the data. The association of risk factors with UE were using the binary logistic regression and the Adjusted OR (aOR) at a 95% confidence interval.
Results: The results were shown that 11 incidences of UE (6.47%). The factors associated with UE were length of ICU stay > 7 days (aOR= 4.94, 95% CI; 1.08, 22.56) and age ≤60 years (aOR= 7.04, 95% CI; 1.60,3.98), respectively.

Factors Predicting Development of Pressure Injury in Intensive Care and Stroke Unit in Ramadhribodi Chakri Naruebodindra Hospital
Luntiya Srithet, Mahidol University, Thailand

Objectives: To study the predictive factors of pressure ulcers in Intensive care and Stroke Unit.
Methods: Retrospective study in Intensive Care and Stroke Unit at Ramadhhibodi Chakri Naruebodindra Hospital from 1 January 2021 to 31 December 2022 by selecting 90 random samples, analyzing frequency, percentage, mean, standard deviation, and determining the predicting factors of pressure ulcer in critically ill patients and stroke using binary logistic regression, presented with an Adjusted OR (aOR) value at a 95% confidence interval.
Results: There were 22 patients (24.40%) with pressure sores, 46 (51.10%) of whom were male, with an average age of 67.59 years (SD=16.00) and a length of stay in the critical care unit of 16 days. The average was 11.09 days (standard deviation = 9.70). Receiving Vasopressor and Inotropic medications was associated with an increased risk of pressure ulcers (aOR; 3.418; 95% CI; 1.036-11.274). Other factors were discovered to be unrelated. Endotracheal intubation, getting sedative medicines, patients with brain disorders who do not have Parkinson's, and length of stay in the critical care unit more than 7 days are all statistically significant differences.

Cuproptosis-Related Gene FDX1 Identified as a Potential Target for Human Ovarian Aging
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Kuan-Hao Tsui, Kaohsiung Veterans General Hospital, Taiwan

Cuproptosis, a recently identified cell death mechanism, has gained attention for its association with diverse diseases. However, the genetic interplay between cuproptosis and ovarian aging remains largely unexplored. This study aims to fill this gap by analyzing datasets related to ovarian aging and cuproptosis. To elucidate FDX1's role, spatial transcriptome analyses were conducted in the ovaries of both young and aged female mice. Comprehensive bioinformatics analyses, facilitated by R software, revealed FDX1 as a potential cuproptosis-related gene with implications for ovarian aging. Clinical infertility biopsies were also examined to validate these findings, demonstrating consistent results in elderly infertile patients. Furthermore, pharmacogenomic analyses of ovarian cell lines explored the intricate association between FDX1 expression levels and sensitivity to specific small molecule drugs. Spatial transcriptome analyses unveiled a significant reduction in FDX1 expression in aging ovaries, supported by consistent findings in biopsies from elderly infertile patients. Pharmacogenomic investigations indicated that modulating FDX1 could influence drug responses in ovarian-related therapies. This study pioneers the identification of FDX1 as a cuproptosis-related gene linked to ovarian aging. These findings not only contribute to understanding the mechanisms of ovarian aging but also position FDX1 as a potential diagnostic biomarker and therapeutic target. Further research may establish FDX1's pivotal role in advancing precision medicine and therapies for ovarian-related conditions.
78516 | Multi-Omics Reveals the Role of Osteopontin/SPP1 in Regulating Ovarian Aging
Kuan-Hao Tsui, Kaohsiung Veterans General Hospital, Taiwan
Chia-Jung Li, Kaohsiung Veterans General Hospital, Taiwan

Secreted phosphoprotein 1 (SPP1), also known as osteopontin (OPN), is a multifunctional glycoprotein implicated in various diseases. Despite its association with regulatory proteins and pro-inflammatory immune chemokines, the genetic connections between SPP1 and ovarian aging remain largely unexplored. This study aims to fill this knowledge gap by investigating the relationships between SPP1 and ovarian aging through multi-omics data analysis. To comprehend the role of SPP1, spatial transcriptomic analyses were conducted on ovaries from young and aged female mice. The study also included a sample from a 73-year-old individual. In-depth single-cell RNA sequencing analysis was performed to identify associations between SPP1 and key genes such as ITGAV, ITGB1, CD44, MMP3, and FN1. Co-expression analysis focused on revealing correlations, particularly between SPP1 and ITGB1. The findings indicate that SPP1 is a potential gene related to ovarian aging. Spatial transcriptomic analyses revealed a significant decline in SPP1 expression in aged ovaries compared to young ovaries. A similarly low level of SPP1 was observed in the 73-year-old sample. Single-cell RNA sequencing analysis unveiled associations between SPP1 and crucial genes involved in cellular functions. Notably, strong co-expression correlation was identified between SPP1 and ITGB1.

78668 | Performance of a Point-of-Care High-Sensitivity Cardiac Troponin I Assay in Diagnosing Myocardial Infarction Among Older Adults with Chest Pain
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Gary Tse, Hong Kong Metropolitan University, Hong Kong
Simon Ching Lam, Tung Wah College, Hong Kong
Andy Chun-yin Chong, Tung Wah College, Hong Kong
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Chest pain is a typical sign of myocardial infarction (MI). Older adults constitute two-thirds of the MI cases. Cardiac troponin (cTn), including cTnI and cTnT, is a standard biomarker of MI. Older adults generally have higher cTn concentrations, thus causing decreased diagnostic performance of cTn assays. Recently, the first point-of-care (POC) high-sensitivity (hs) cTnI analyser providing laboratory-standard results was introduced into the market. This study aims to evaluate the diagnostic performance of the POC hs-cTnI assay by comparing it with that of a laboratory hs-cTnI assay in older adults with chest pain. This was an observational study of consecutive older adults (≥65 years) presenting with chest pain to an emergency department from Hong Kong between 1 August and 8 December 2023. For the laboratory hs-cTnI assay, 5 ml of blood sample was collected. A drop of blood sample was drawn from the specimen tube for the POC hs-cTnI assay. The gold standard was the final diagnosis made by the attending physician. A total of 121 subjects (man age: 77.0 years) were recruited. The sensitivity of the two methods of assays was 100%, whilst the specificity of the POC and laboratory hs-cTnI assays was 94.1% and 85.6%, respectively. The POC hs-cTnI assay showed a higher specificity and similar sensitivity compared to the laboratory hs-cTnI assay. The portable analyser could be used in non-hospital settings, such as ambulances and clinics.

78737 | The Effect of Blood Sugar Control and Association Among Elderly Patients with Type 2 Diabetes in Kantang District, Southern Thailand
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Dusatee Suwankhong, Thaksin University, Thailand
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The number of elderly patients with type 2 diabetes mellitus increases every year. As a result, health care providers are workload. Therefore, this study was to compare the effect of blood sugar control and to determine factors associated with blood sugar levels in patients with type 2 diabetes aged 60 years and over between subdistrict health promoting hospital (SHPH) and community hospital in Kantang District, Trang Province, Thailand. A retrospective comparative study was conducted by using a database from hospital and SHPH. The data were collected from October to September 2022. Data analysis was used Chi-square test, Fisher’s Exact Test, Independent t-test, Wilcoxon rank sum test and Spearman’s rank correlation coefficient. The results present 222 patients who received treatment in SHPH and 208 patients attending community hospital. Those patients who received treatment at community hospital had lower hemoglobin A1C (HbA1c) (p<0.001) and Fasting Blood Sugar (FBS) (p<0.0251) than those patients who received treatment at SHPH. In addition, the factors associated with HbA1C of patients who received treatment at SHPH included total cholesterol (p=0.0308), triglycerides (p=0.0017), estimated glomerular filtration rate (eGFR) (p<0.0002), and FBS (p<0.001). Furthermore, patients who received treatment at community hospital found total cholesterol (p=0.0388), eGFR (p=0.0101), and FBS (p<0.001) had correlated with HbA1C. This study indicated that the treatment process for controlling blood sugar levels among elderly at SHPH should be concerned and focused on effective strategies.
VitalNAD Rejuvenates Immune System
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Immunosenescence is emerging as a driver of organism aging. Oral administration of NMN (Product CHANTIAGINGTM VitalNAD) as NAD+ supplementation improves subjects’ performance in aging assessment. To explore whether NAD+ alleviates aging through improving immune fitness, 11 healthy volunteers (Clinical trial: NCT05994550) were scheduled to take 600 mg NMN (po, qd) for 30 days, and biomarkers broadly used for immune fitness were examined in PBMC at day 7 and day 30. Successful NMN intake by the PBMCs was demonstrated by the elevation of NAD+ level, especially in participants with lower baseline NAD+ level, who benefit more in terms of the biomarkers. Specifically, biomarkers of exhaustion and declined function of immune cells, such as PD1, LAG3, CD57 and KLRG1, were down-regulated at day 7 and day 30. Tn/Tcm and mitochondria membrane potential were up-regulated. These alterations indicate improvement of immune fitness by NAD+. To further validate the impact of VitalNAD on immunosenescence, we constructed a mathematical model to calculate the ‘immuno-age’. Baseline ‘immuno-age’ were highly correlated to the biological ages (r = 0.72); ‘immuno-age’ at day 7 was 3% to 19% (1 to 7-years) younger than the biological age. ‘Immuno-age’ of 80% participants were still lower at day 90, comparable to day 7. However, only 45% remained younger 45 days after the last administration of NMN. Seemingly, NMN supplementation is a promising intervention for aging, and persistent administration helps maintain the anti-aging effect. The novel ‘immuno-age’ prediction using the above-mentioned biomarkers may be further applied in clinical evaluation of immunosenescence.

Loss of DUSP6 Accelerates Radiation-Induced Senescence in Colon Cancer Cells Through ERK1/2 Hyperactivation
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Dual-specificity phosphatase 6 (DUSP6) plays a critical role in modulating the mitogen-activated protein kinase (MAPK) pathway, acting as a negative regulator of extracellular signal-regulated kinase 1/2 (ERK1/2) activity. In the context of cancer, dysregulation of MAPK signaling is often implicated in tumorigenesis and progression. We previously reported that long-term (>12 h) hypoxia promotes proteasomal degradation of DUSP6, which has a suppressive role in HIF-1α, and the loss of DUSP6 is involved in changes in the proliferative and migratory phenotype of human colon cancer cells. In this study, we investigated the impact of dusp6 loss on radiation-induced senescence. Using CRISPR/Cas9 technology, DUSP6 was selectively knocked out in CT26 mouse colon cancer cells, and the resulting cells were subjected to irradiation. Our findings demonstrated a pronounced increase in the percentage of senescence-associated β-galactosidase (SA-β-gal)-positive senescent cells was markedly higher in DUSP6 KO cells treated with ionizing radiation (IR, 8 Gy) compared to wild type cells exposed to IR, suggesting that loss of DUSP6 enhances radiation-induced senescence in colon cancer cells. Furthermore, our investigation show that inhibition of ERK1/2 attenuates IR-induced p53 phosphorylation and p21 induction in DUSP6 KO colon cancer cells. Collectively, these results suggest that the loss of DUSP6 accelerates radiation-induced senescence through ERK1/2 activation, p53 phosphorylation, and p21 induction in colon cancer cells.

miRNA as Systematic Regulators of Aging
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Non-coding RNAs (ncRNAs) are known regulators of gene expression, therefore studying their expression in aging is one step towards completing our understanding of organismal and cell aging. We generated an aging expression atlas of small non-coding RNA with bulk sequencing data of all major mouse tissues (16 organs, 10 timepoints; 1 - 27 months). Expression of micro-RNA (miRNA), one class of ncRNA takes dynamic shapes over the lifespan depending on organ identity, as does gene expression. In addition to these tissue specific molecular aging trajectories, we identified eight deregulated miRNAs during aging in several tissues. The expression of three miRNAs decreased with age (miR-300-3p, miR-487b-3p and miR-541-5p), opposite to five other miRNAs which increased with age (miR-29a-3p, miR-29c-3p, miR-155-5p, miR-184-3p and miR-1895). Predicted targets of these miRNAs are included in extracellular matrix pathways and pathways related to immune system processes. Especially, miR-29c-3p expression increased in all tissues and was also prominently observed circulating in blood. During heterochronic parabiosis, miR-29c-3p expression can be restored to its youthful level in liver. As these results were derived from bulk sequencing data, we collected samples from 15 different brain regions to enhance precision for this complex organ.
78864 | The Effects of External Focus Gait Training on Gaze Behaviour and Walking Stability in Older Adults at Risk of Falling
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Research has advocated the use of external focus instructions to promote better motor performance. The aim was to explore the effects of external focus training on gaze behaviour and walking stability in older adults at risk of falling. Sixty older adults (mean age:72.2±3.8) were recruited and randomly allocated into two training groups: external focus (EXT) and control (CON). All participants performed 20 consecutive training trials of walking at their natural pace along an 8-m straight, level-ground walkway. For EXT, the instruction was to focus on random digits that were presented on a monitor located at the end of the walkway during walking. For CON, there were no explicit instructions. We conducted five walking trials to assess gaze behaviour and walking stability at baseline (before training) and immediately after training. We observed that when compared to baseline, EXT (but not CON) spent significantly higher percentage of time fixating on the destination (and smaller percentage of time fixating on the proximal areas) after training (p<0.05). In addition, EXT exhibited significantly smaller body sway (shoulder and hip regions) and less variability of stride length after training (p<0.05). Our findings suggest that at-risk older adults appear to walk with better walking stability when they spend more time gazing towards the destination after training with an external focus manipulation. Our evidence could promote the potential application of external focus instructions in gait rehabilitation settings, aiming to optimize gaze control and enhance walking stability for fall prevention.

78938 | Knowledge and Attitude Towards Elderly Among Hong Kong Nurses
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Aging population is a globally phenomenon. Population of older adults will be constantly increased worldwide; around 1 in 6 in the world will be older adult. Older adult may fail to live independently due to the deterioration of physical functions which require higher demand in the health care support and health care workforce. Nurses as the largest healthcare practitioners who provides care directly most of the time in nursing homes or hospitals to the older adults. Knowledge regarding the aging process and attitude of the nurses play a significant role in influencing the quality of care to the older adults. This study aims to investigate the relationship between knowledge level and attitude towards older adults among Hong Kong nurses. A cross sectional study was conducted among nurses in Hong Kong. Convenience sampling was used, total 116 valid questionnaire were collected. Facts on aging quiz (FAQ1) was used to measure the knowledge regarding the ageing process, Kogan's Attitude (KAOP) toward Older People Scale was used to investigate the attitude of nurses towards older adults. Descriptive statistics were used to describe the demographic information. Pearson Correlation Coefficient was utilized to examine the correlation between knowledge and attitudes among nurses in Hong Kong. From the Pearson correlation test, KAOP total score is significant moderate positive association with FAQ1 total score (r=0.592, p<0.001). The findings of this study provide evidence that nurses’ level of knowledge regarding the aging process is positively associated with their attitude towards older adult in Hong Kong. Enhancing aging related knowledge plays a vital role in improving the attitude of nurses towards older adults.

78939 | Predicting Factors of Complications in Postoperative Cardiac Surgery Elderly Patients Within 72 Hours
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The aim of this retrospective study was to explore the perioperative factors influencing postoperative complications among elderly patients undergoing cardiac surgery within 72 hours. The participants were 343 patients undergoing cardiac surgery admitted to the intensive care unit (ICU) in a tertiary care university hospital in Thailand. The instruments used for data collection were data record forms, including demographic information, comorbidity, medical history, laboratory results, operation types, and duration of ICU admission. Descriptive statistics and Chi-square test analysis were applied for final analysis. Findings demonstrated that of all participants, 99.12% developed hypothermia (body temperature < 36 degrees Celsius) within 72 hours in ICU, and 77.26% experienced cardiac complications. The most prevalent cardiac complications were atrial fibrillation (47.45%), atriовentricular block (17.41%), and bradycardia (5.25%), respectively. The significant risk factors predicting complications after cardiac surgery within 72 hours in ICU depend on age (p = .002), Charlson comorbidity index (CCI) (p = .005), left ventricular ejection fraction (LVEF) (p = .026), cardiopulmonary bypass (CPB) time (p = .004), and aortic cross–clamping time (p = .039). The research findings of this study provide essential fundamental information for nurses to proactively mitigate complications in elderly patients undergoing heart surgery within the first 72 hours in the ICU. Furthermore, developing and evaluating nursing interventions or protocols are needed to prevent hypothermia and cardiac complications following cardiac surgery in the intensive care unit.
China has entered deep aging in 2021 and the effects of chronic diseases on depressive tendencies and the moderating role of social relationships among rural middle-aged and elderly people in low-income areas have not been widely studied. Based on face-to-face questionnaire data from 405 rural middle-aged and elderly people in rural China, we empirically analyzed the effects of chronic diseases on depressive tendencies using least squares (OLS) linear regression to clarify the moderating effects of social relationships. Chronic disease are strongly associated with depressive tendencies. Arthritis or rheumatism, stomach or digestive disorders, eye diseases, heart disease, and chronic lung disease had a significant negative effect on depressive tendencies and were independent risk factors for depression. Diabetes and dyslipidemia did not have a significant effect on depressive tendencies. Different social relations have different effects on the association between depressive tendencies and chronic disease. The high incidence of chronic diseases and depression in rural areas is a serious situation that cannot be ignored. Improving the quality of relationships among family members of the elderly is at the core of rebuilding the social relationships of middle-aged and elderly people. The psychological effects of grandparenting exchange for this group should be emphasized.

Facilitators and barriers were identified and analysed using a codebook thematic analysis method. Four facilitator themes were created, including heightened health awareness driven by concerns about hypertension’s consequences, integrating self-care strategies, support from medical professionals and healthcare providers, and the perception of HBPM devices as user-friendly, convenient, and accurate. In contrast, four barrier themes were identified, encompassing misconceptions and knowledge gaps that could prompt concern and uncertainty, reduced engagement with healthcare providers, challenges in daily integration, and financial considerations of device acquisition. Promoting HBPM adoption among older Thai hypertensive patients requires a comprehensive approach. This includes raising awareness about hypertension and HBPM benefits, engaging healthcare professionals to support seamless integration, and implementing policies for convenient device access. This holistic strategy offers the potential to enhance disease management and improve well-being for older patients with hypertension.

Lower urinary tract symptoms are a common health problem in older adults, but older nursing home residents have limited information. This study aimed to examine the prevalence of lower urinary tract symptom and its association with health outcomes (sleep quality and fatigue) among older residents in private nursing homes. With purposive inclusion criteria, 120 participants residing in private nursing homes were recruited for the study. The data collection process was conducted through structured interviews with standard questionnaires. Descriptive statistics and multiple logistic regression were utilized for data analysis. The findings revealed that the prevalence of LUTS was 96.7%, including mild (60.8%), moderate (33.3%), and severe symptoms (2.6%), respectively. For health outcomes, most of the participants (73.3%) had poor sleep quality with an average score of 7.89 (SD. = 3.62), while half of the participants (50%) had severe fatigue when the fatigue score was transformed to z-score. Participants suffering from LUTS with moderate to severe symptoms were 3.35 times more likely to develop poor sleep quality (OR = 3.35, 95%CI: 1.12-9.99, p = 0.03) compared to those with mild symptoms. Regarding fatigue, persons suffering from LUTS with moderate to severe symptoms were 2.61 times more likely to develop severe fatigue (OR = 2.61, 95%CI: 1.12-6.67, p-value = 0.02) than those with mild symptoms. This study highlights the relationship between LUTS and health outcomes—sleep quality and fatigue, which serve as a basis for direct interventions aimed at preventing and promoting the health of older people.
Elderly patients admitted to the Emergency Department (ED) deal with adverse outcomes, including avoidable hospitalization. The GerED-21 study is a multicentric randomised study involving three Italian EDs hospitals (IRCCS AOUBO, Maggiore Hospital, Bologna) (Maggiore Hospital, Parma). This project aimed to reduce unnecessary hospitalization of older adults addressing their needs promptly and appropriately. A multidisciplinary geriatric team (a geriatrician, a trained nurse, and a social worker) co-operate with ED staff. Since admission, older patients received a Comprehensive Geriatric Assessment, providing person-centered solutions (intervention) beyond the acute disease, with a timely care planning. We performed a subgroup analyses from IRCCS AOUBO as this center respected the timeline for expected deliverable. This study entails a block randomization of weeks of admission. Inclusion criteria: aged ≥75 yrs, Triage Risk Screening Tool score ≥2, able to provide an informant consent or from their legal representative. Exclusion criteria: severe injured patients or acute disease worthy to be hospitalized (i.e stroke, ). Statistical analyses performed with SAS software (version 8.1, USA).

From May to August 2023, we recruited 72 patients. 31 in the intervention group and 41 in the control group. Demographic, functional, comorbidities, and social variables were collected resulting homogeneous amongst of the two groups. 87% of subjects in the intervention group vs 56% in the control group was discharged from the ED (p= 0.005). These preliminary results move towards the strategic role of a multidimensional geriatric intervention in the ED encouraging further diffusion of this comprehensive model of care for elderly.

Built Environment

Actual State of Daily Life Accidents Before and After the Corona Disaster Based on Analysis of Emergency Activity Records of the Osaka City

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As lifestyles such as refraining from going out change under the declaration of a state of emergency after 2020, we aim to compare and examine how accidents in daily life are changing, that is, in what places the elderly are causing more accidents during the coronavirus pandemic, focusing on Around 2020 (2017 to 2022). The number of exogenous transports was extracted based on emergency activity records of the Osaka City Fire Department. Exogenous causes here include trauma, drowning, gas, drugs, narcotics and stimulants, poisoning, oxygen deficiency, foreign body intrusion, accidental ingestion, and asphyxiation, which are classified according to the International Classification of Diseases established by the World Health Organization. Housing for the elderly includes special nursing homes, paid nursing homes, and rental housing with services for the elderly. As a result, although the overall number of emergency operations has decreased since the coronavirus outbreak, there has been a slight increase in cases such as residences for the elderly. Compared to the same month last year, the change was from -20 points to +40 points, regardless of the coronavirus pandemic. The number of emergency transport cases for people aged 70 and older has increased since the coronavirus outbreak. Looking at injury and disease classification, for those aged 60-69, accidental ingestion and foreign body contamination increased by 6.4 points, while other closed injuries decreased by 6.8 points. "Other closed injuries" among people over 100 years old increased by 10.6 points before and after the coronavirus pandemic.

Frailty

The Nexus Between Selected Factors and Quality of Life Among Older Persons with Musculoskeletal Conditions During COVID-19 Pandemic: A Path Analysis

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The cross-sectional study examined the nexus between technology acceptance, fear of COVID-19, physical frailty, depressive symptoms, physical activity, and quality of life among changing persons with musculoskeletal conditions during COVID-19 pandemic. With inclusion criteria, a total of 380 participants was recruited to participate in the study. Data were obtained from older persons who visited and/or received medical services at the Orthopaedic Out Patient Departments, at a university hospital in Bangkok, Thailand. The measurements included the Senior Technology Acceptance Model 14-item scale, Fear of COVID-19 scale, FRAIL scale, Patient Health Questionnaire-9, Rapid Assessment of Physical Activity, and EQ-5D-5L questionnaire. Descriptive statistics and path analysis were performed for data analysis. A significant level was set at p < .05.

Results showed that technology acceptance (β = 0.278; p< 0.001) and frailty (β = 0.276; p< 0.001) had significantly positive direct effects on quality of life, conversely found an association in depressive symptoms (β = -0.232; p< 0.001). Technology acceptance showed a positive direct effect on physical activity (β = 0.489; p< 0.001) but revealed a negative significance on fear of COVID-19 (β = -0.538; p< 0.001). The nexus relationship between depressive symptoms and physical activity through fear of COVID-19 demonstrated a significant negative effect (β = -0.205; p< 0.001). Evidence of the nexus between associated factors and quality of life among older persons with musculoskeletal conditions is beneficial for the healthcare team to develop interventions focusing on associated factors to promote quality of life in this population.
Despite the rise of artificial intelligence (AI) its practical applications, including in health promotion, AI still remains relatively new to older adults. This study explores gender-based differences in the conversations of older individuals discussing health with AI chatbots. We recruited 31 Taiwanese older adults (52% female), averaging 67.74 years (SD = 5.52, range 59-79). All participants were required to use the LINE messaging application to chat with a chatbot developed by the researchers about health-related topics throughout the study period of five days. The study resulted in a total of 364 chat records from older adults (an average of 15.79 records/person). After the researchers encoded these records, they found that the data could be categorized into nine groups: diet (36%), exercise and physical activity (10%), diseases and symptoms (9%), body image or appearance (3%), mental health (9%), lifestyle habits (12%), greetings (4%), agreeing/affirmation with the AI Chatbot (13%), and off-topic (non-health-related conversations 5%). Furthermore, through a chi-square analysis of the encoding results, it revealed that messages related to diet predominantly came from female older adults, whereas topics related to lifestyle habits were more commonly contributed by male older adults. From the summarized results, it is evident that older adults are more interested, curious, or willing to share their thoughts on health issues related to diet. This study not only reveals new research applications for AI chatbots but also extends the use of new technology to older adults, providing valuable insights for future researchers.

To assess the association between sarcopenia indicators and alpha-diversity in the fecal of hemodialysis patients. Methods: This was a cross-sectional study. Maintenance hemodialysis patients who were older than 20 years old and have 3 times in-center hemodialysis treatment/week were included. The criteria of low muscle mass were according to the diagnosis guideline from Asian Working Group on Sarcopenia (AWGS) 2019: the appendicular skeletal muscle mass was measured by bioelectrical impedance analysis and appendicular skeletal muscle mass index (ASMI) less than 7.0 kg/height (m)2 for men and 5.7 kg/height (m)2 for women. The alpha-diversity of stool sample was assessed by 16S rRNA gene amplified sequencing method. Clinical Trial Registry: NCT05809219 and NCT05809219; https://clinicaltrials.gov Results: The completed data of twenty-eight hemodialysis patients was collected. The average age was 61.1 years old, and 15 of the participants were male. Nineteen of the participants have low muscle mass, and the mean ASMI was 6.4 ± 2.0 kg/m2. Hemodialysis patients with low muscle mass had significantly better alpha-diversity, comparing with those without low muscle mass (6.0 ± 0.7 vs. 5.1 ± 0.8, P=0.017, respectively). The odds ratio of alpha-diversity and low muscle mass was 0.201 (95% confidence interval=0.045-0.902). Neither the concentration of serum interleukin-6 nor of C reactive protein were not significantly different between patients with or without low muscle mass. Conclusion: In this study, adult patients with hemodialysis treatment with low muscle mass had better alpha-diversity in the fecal. The future studies with more participants and longer observation period are needed.

Melatonin, a hormone produced by the pineal gland in response to darkness (Posadzki et al., 2018). It is a dietary supplement and without prescription in many countries for managing insomnia and depression. A review pointed out that melatonin with beneficial effects including anti-tumor activity, cardio-protective and neuroprotective effects, and immunity enhancement (Posadzki et al., 2018). However, insomnia is common in older adults and it will affect their cognitive functions (Cricco et al., 2001), supplementation of melatonin on older adults may have a beneficial effect on the cognitive function of older adults. This proposed systematic review (SR) aims to critically evaluate the best current evidence on the effects of melatonin supplementation on cognitive functions of older adults. A three-step approach will be adopted to search all studies in English language. Electronic databases (MEDLINE, CINAHL, PubMed, and PsycInfo), and ClinicalTrial.gov will be searched from inception of the databases to 30 July 2024 to identify the potential studies. Two reviewers will review the studies independently and select those to be included based on the inclusion and exclusion criteria. The methodological quality of the studies will be assessed and extracted by two reviewers independently. Any disagreement will be solved by the third reviewer. A meta-analysis will be conducted by pooling the quantitative data. If not possible, the results will be presented in a narrative format. This protocol provides the methods and steps to conduct a SR on the effectiveness of melatonin supplementation on the cognitive functions of older adults.
The incidence of Colorectal cancer (CRC) in Thailand is increasing over time and highest in individuals aged 60-75. However, the number of older individuals undergoing CRC screening remains suboptimal. Therefore, this study aims to identify factors associated with CRC screening decision-making among Thai older individuals.

A cross-sectional study was conducted at the Comprehensive Geriatrics Clinic, King Chulalongkorn Memorial Hospital in Bangkok, Thailand, from September to October 2023. Participants aged 60-75 were interviewed to gather information about factors related to CRC screening decision-making, which were categorized into five groups: demographic, health, psychological, physician, and social factors.

Subjects were classified into two groups based on their intention to undergo CRC screening. The data were analyzed using binary logistic regression to identify factors associated with CRC screening decision-making.

A total of 424 valid responses were obtained with 320 respondents intending to undergo CRC screening. Binary logistic regression analysis revealed significant associations between CRC screening decision and the following factors: high risk for CRC (aOR 6.052, 95%CI 2.421–15.130), positive attitude towards cancer screening (aOR 3.651, 95%CI 2.186–6.097), awareness about importance of early detection (aOR 2.330, 95%CI 1.323–4.105), and divorced status (aOR 0.050, 95%CI 0.006–0.407). The decision to undergo colonoscopy was related to high risk for CRC, history of other cancers, and concerns about discomfort from CRC screening.

Awareness and attitude towards cancer screening are associated with CRC screening decision-making. Promoting awareness of the CRC and importance of screening in Thailand may reduce future CRC mortality rates.

78818 | The User Experience of a Novel Healthcare System for Care of Dementia: An Alpha-Testing in Taiwan
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As ageing is a global challenge, the care of people with dementia has recently received increased attention due to increasing care needs and a shrinking workforce of caregivers. In order to reduce the burden on caregivers, an integrated ecosystem approach is proposed by the multinational HAAL project aiming to develop an artificial intelligence-driven dashboard that incorporates a series of sensors which monitor patients' wellbeing. This alpha-testing aimed to perceive the end-users experience on the technologies and the dashboard via a three-month trial.

Methods: Technologies, including communicating tablet, indoor sensors, smart mattress, the GPS tracker, medicine dispenser, care robot, cognitive and rehabilitation training systems, and fall detector, were integrated into an ecosystem. In Taiwan, five aMCI patients, five informal caregivers, and five formal caregivers participated in this three-month alpha-testing. The aMCI patients’ activities, including physical wellbeing, sleeping quality and cognition condition, could be monitored via the dashboard by respective informal caregiver and formal caregiver. User experience were collected through questionnaire, including eHealth Literacy Scale (eHEALS), Generalized Anxiety Disorder-7 (GAD-7), and Zarit Burden Interview (ZARIT). The results of the eHEALS questionnaire showed that people have a positive attitude towards the digital health system after trying the HAAL platform. In addition, the generalized anxiety level and self-report measured burden of caregivers, including informal and formal caregivers, showed slightly reduced. Through the process of the alpha-testing, it is believed that the platform will facilitate communication between professional caregivers and families while caring for clients and help reduce caregivers' burden.

78856 | Association Between Gut Microbiome and Diet Quality in Hemodialysis Patients
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There is an inseparable relationship between diet and intestinal microorganisms. Therefore, studying the relationship between diet quality and intestinal microbial flora is crucial to human health. This study focused on hemodialysis (HD) patients and investigated the association between Healthy eating index-2015 (HEI-2015) and intestinal microbial alpha diversity.

A cross-sectional study using fecal DNA sequencing and three-day 24-hour dietary recall method was conducted on maintenance HD patients who participated in this study. HEI-2015 can be used to assess subjects’ compliance with dietary guidelines. According to the median score (41.5) of the subjects’ HEI-2015, they were divided into high (41.7~55.8) and low (29.8~41.3) groups, and the correlation between the two groups and the alpha diversity of intestinal microorganisms was explored.

Among 28 HD patients, mean age was 62.4 ± 11.3 years, and 36% were women. Comparing the intestinal microbial alpha diversity in HEI-2015 high group (n = 14) and low (n = 14) group, the results showed no significant difference between the two groups (P = 0.378). In addition, the intestinal microbial alpha diversity were non-significant difference between the high and low groups of the components of HEI-2015: total vegetables (P = 0.585), greens and beans (P = 0.768), fatty acids (P = 0.355), added sugars (P = 0.375) and saturated fat (P = 0.135).

Although the results show that there is no significant difference between HEI-2015 and intestinal microbial alpha diversity, a balanced diet should still be followed to maintain the nutritional needs of human.
Aboriginal who consume poor quality diet (high-fat/high-sugar/low-fiber) for long time may develop health problems, which may easily increase the risk of cardiovascular disease (CV) and cause death.

To evaluate the association between different dietary qualities on BMI, body fat and five indicators of MetS (abdominal obesity, hyperglycemia, hypertension, hyperlipidemia and reduced HDL-cholesterol) in aboriginal.

This study used a systematic review of the associations between different dietary qualities in observational Studies. Follow PRISMA guidelines. Search databases such as PubMed, EBSCOhost, and Google Scholar for literature related to aboriginal MetS, up to December 2023, and the JBI checklists were used to assess the methodological quality.

From 228 search records, 5 studies (one cohort study and four cross-sectional studies) were screened out that met the inclusion criteria and were of acceptable quality, including: 2 studies on diabetes risk, 1 study on chronic diseases/obesity prevalence studies, 1 article on CV risk and 1 article on MetS. Five studies have indicated that poor dietary quality (high-fat/high-sugar/low-fiber) increases the risk of obesity, hyperglycemia, hypertension, and dyslipidemia.

According to our review, poor dietary quality (high-fat/high-sugar/low-fiber) may increase the risk of MetS and CV disease in aboriginal, but more research evidence is needed to support the impact of different dietary qualities on MetS.

Background: As the worldwide population is aging, a substantial number of older people are cognitively impaired or demented. Studies from the Western cultures have shown that adherence to certain dietary indices may provide benefits for brain functioning and hence, preserve cognitive health. However, whether the same benefits can be established in Asian populations remain unknown. Objective: The study aimed to investigate the association between alternative Mediterranean diet (aMED), Dietary Approaches to Stop Hypertension (DASH), and Healthy Diet Indicator (HDI) scores and the risk of cognitive impairment (CI). Methods: Cross-sectional and longitudinal data analyses were conducted using a sample of 620 community-dwelling older adults (aged 60 and above) that had an average follow-up of five years. Study diagnosis of CI was made through a combination of a modified Singapore version of the original Mini-Mental State Examination (SM-MMSE), Clinical Dementia Rating (CDR), and a battery of standard neurocognitive tests. Results: Adherence to aMED, but not DASH and HDI, was associated with a 67% reduction in risk of MCI in the cross-sectional analysis (OR = 0.29, 95% CI: 0.10 - 0.81, P-trend < 0.018). In the longitudinal analysis, neither of the dietary indices were associated with CI risk in the longitudinal analysis. Conclusion: aMED may be a potential target for reducing the burden of cognitive impairment in Asian adults. However, prospective studies with larger sample sizes are warranted to evaluate the long-term effect of the diet.
Diabetic nephropathy (DN) is a health problem that leads to end-stage chronic kidney disease (CKD). Accessibility of healthcare facilities is concerned with commanding appropriate healthcare resources to improve health. Phanom district is a mountainous and remote area in southern Thailand. Thus, this study aimed to compare the effect of distance to community hospital on health outcomes and to determine factors of chronic kidney disease in patients with type 2 diabetes. The retrospective study was conducted by using a database from October 2021 to September 2022 among type 2 diabetes patients with CKD aged 60 years and over. Analyzed the data with the One-Way ANOVA and Kruskal Wallis test, Spearman's rank correlation coefficient. The result found 585 type 2 diabetes patients with CKD had a distance from their home to the community hospital were 0-10 km. (n=257), 11-20 km. (n=48) 21-30 km. (n=48) and 31-40 km. (n=57). The effect of distance to community hospital significantly differed in waist circumference (p=0.0086), systolic blood pressure (SBP) (p=0.0045) and diastolic blood pressure (DBP) (p=0.0413). In addition, the association between factors and estimated glomerular filtration rate (eGFR) that found length 0-10 km included age, DBP, HbA1c, creatinine, length 11-20 km. included age and creatinine, length 21-30 km. included age, SBP, HbA1c, and Creatinine, and length 31-40 km. included age and creatinine. The results suggested the distance to the hospital affected health outcomes. Therefore, those patients should access and receive treatment and care from the health service system near their homes.
Wednesday, March 27

Parallel Sessions

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

Abstracts appear as originally submitted by the author. Any spelling, grammatical, or typographical errors are those of the author.
The global challenge of aging accentuates the imperative for elderly involvement in society, a central theme in gerontology. Within this context, creative aging emerges as a vital component for achieving a more humane and fulfilling aging process. Despite the well-established positive impact of the arts on the lives of seniors, existing research still needs to encompass diverse non-Western and cross-cultural perspectives and has often overlooked the nuanced influence of social environments on creative aging. Amateur music clubs, vital threads in life's fabric, unite music and social bonds, embodying creative aging. However, member motivations and experiences need exploration. Using hermeneutic phenomenology, this study delves into how elders' varied music engagement shapes creative aging. Hermeneutic phenomenology uniquely explores how individuals interpret life in amateur music clubs. By using in-depth interviews, expert consultations, and field surveys, the study aims to understand participant experiences comprehensively. Thematic analysis interprets the underlying life experiences, bringing observed phenomena to life through repeated reading and analysis. The qualitative data highlights that varied motivations of participation result in diverse music learning trajectories, ultimately leading to distinct benefits. Beyond music, the study underscores the pivotal role of non-musical learning activities within amateur music clubs. These activities are integral components shaping the multifaceted experiences of older adults in their creative aging journey. The findings offer valuable insights into the complex dynamics that underpin the relationships between older adults, music participation, and the broader socio-cultural context.

China is on the brink of transitioning to an aging society, with a distinctive trend of "aging before wealth". This study explores the reasons and experiences of elderly individuals who seek companionship in their twilight years through park-based blind dates and marriage introduction services. To achieve its objective, the study carries out non-participant observation and in-depth interviews at three parks and a marriage introduction agency located in Harbin, China. The interviewees comprise elderly individuals who are either single, divorced or widowed, along with their children. The study examines the yearning and challenges faced by elderly individuals who are impeded from discussing and engaging in remarriage due to Chinese cultural norms and family dynamics. The study seeks to address the paucity of research in the relevant field in China. Furthermore, it aims to raise public awareness regarding issues of loneliness and the romantic and sexual lives of the elderly.

This research aims to explore the service design model for elderly wellness tourism in Taiwan from a perspective of well-being. With the global aging population trend, particularly in Asia and Chinese society, recent gerontology studies focused more on healthy and successful aging within a cultural context. Vacation plays a crucial role in maintaining the physical and mental health of the elderly. Therefore, organizing tours for or with parents in wellness tourism became popular for children to express filial piety. However, a recent empirical study examined the relationship between wellness tourism experience and well-being and identified both tourist satisfaction and gender-age moderating effects but lacked a comprehensive exploration of the tourist perspective in elderly wellness tourism in various developing countries and cultural contexts. This study provides a research design to fill gaps by identifying the characteristics and context of Chinese society in Taiwan, highlighting the role of elderly wellness tourism in the tourism industry over the last twenty years. The study then adopts a well-being theory to identify unsolved needs and experiences of elders in wellness tourism and conduct a touchpoint analysis within the well-being framework. A case study of Egoldenyears company in Taiwan will be conducted to analyze the current wellness tourism package to connect the wellbeing-based touchpoints as a new user journey to a new service design model. Finally, a proposed service design guideline for wellbeing-based elderly wellness tourism can be developed as an elder-centered service design principle for future tourism providers in Taiwan.

Background: Our subjective age (SA; how old we feel, look, act, and behave) can be a more accurate predictor of health and cognition than chronological age. While SA is mostly studied through a single-item, multidimensional measures may provide more nuanced insights. However, consistency in measurement approaches is needed to improve comparability between studies (see Klusmann et al., 2020 for a review) to better understand its impact on predicting indicators of healthy ageing. Objective: Synthesise existing measures of multi-dimensional SA. Explore similarities and differences across disciplines and nations. Method: Following PRISMA guidelines, PubMed, psycINFO, EMBASE, CINAHL, Scopus and Web of Science were searched from inception until March 2023 for papers studying multi-dimensional SA (PROSPERO: CRD42021270014). All studies except qualitative studies and non-original research were included. Non-English texts were included to reduce language bias. Results: 19,876 articles were screened by 3 independent reviewers and 228 references passed full-text screening. Measure use, type, sample demographics, and other results will be presented. Most studies were conducted in Western countries (e.g., Australia, US, UK, Europe) with some from Asia, Africa, and other regions. Across psychology, gerontology and business research, the most assessed dimensions were felt and look age from Kastenbaum et al.'s (1972) and Barak & Schiffman's (1981) measure with different responses and wording. Conclusions: This presentation analyses and synthesises the existing multi-dimensional SA assessments worldwide to guide future studies in selecting an appropriate measure. A more focused measurement approach is needed to understand the nuances of SA which may open new research avenues.
The prevalence of geriatric diseases is increasing due to an aging population, prompting healthcare providers to explore novel ways of improving elderly individuals' quality of life. Over the last decade, machine learning (ML) has gained prominence in geriatric disease research, offering promise for diagnosis, treatment, and management. Our study seeks to assess the current state of geriatric research and the application of ML. We conducted a systematic review following PRISMA guidelines, focusing on healthy aging in individuals aged 45 and above, emphasizing commonly occurring diseases. We searched PubMed for peer-reviewed articles with a focus on ML methods and older populations. Out of 81 identified papers, we selected 59 after title and abstract screening, along with reference searches. Limited research exists on predicting biological or brain age using deep learning and supervised ML methods. Neurodegenerative disorders, particularly Alzheimer's disease, were extensively studied. Non-communicable diseases such as diabetes, hypertension, cancer, kidney diseases, and cardiovascular diseases were also explored. Some papers investigated rare diseases like oral health-related and bone diseases. Regarding ML applications, risk prediction was prevalent. More than half of the studies utilized supervised ML algorithms, with logistic regression, random forest, and XG Boost being commonly employed. Diverse datasets, including population-based data, hospital records, and social media, were used. A wide range of ML studies analyzing various diseases and datasets in geriatric care were well-explored, still, opportunities for future development remain; these include validating models across diverse populations and leveraging personalized digital datasets for customized, patient-centric care among older populations.

Frailty has become a global health concern and is associated with social determinants of health (SDoH). However, the relative importance and cumulative contribution of multidomain SDoH to frailty, and whether these relationships differ across different national settings, remain unclear. We included participants aged ≥45 years from the Health and Retirement Study (HRS, N=5,792), the English Longitudinal Study of Ageing (ELSA, N=3,773), and the China Health and Retirement Longitudinal Study (CHARLS, N=5,016). SDoH (n=121 for HRS, n=125 for ELSA, and n=94 for CHARLS) were selected across seven domains, including adverse childhood experiences, socioeconomic status, material circumstances, social connections, social stressors, health behaviors, and healthcare systems. Frailty was assessed by the frailty index (FI). We developed Extreme Gradient Boosting to predict frailty at the 4-year follow-up and used SHapley Additive exPlanations to quantify the variable-wise and domain-wise contributions of SDoH. Our models explained 0.242 (95% confidence interval [CI]: 0.203–0.281), 0.258 (95% CI: 0.191–0.325), and 0.173 (95% CI: 0.126–0.215) of the variance in FI among all participants from HRS, ELSA, and CHARLS. Health behaviors and social connections or stressors were the most important domains in HRS and ELSA, while material circumstances contributed largely in CHARLS. Several important SDoH predictors, such as body mass index, were consistent across countries, while country-specific risk factors, such as engagement in maintenance or gardening in HRS, were also identified. Our findings reveal the prioritization of SDoH domains and factors for addressing aging disparities and promoting healthy aging, especially region-specific risk factors for tailored public health prevention strategies.

Cultural, social, economic, and healthcare system differences influence the understanding and approach to mental health among older adults in the United States and Japan. It's important to note that both countries are diverse, but considerations in addressing mental health among elderly populations in the US and Japan must account for cultural factors, stigma, Collectivism vs. Individualism, social support, and differences in their health care systems. Similarly, cultural expression of distress and coping mechanisms complicate diagnosing mental health conditions. This presentation compares outcomes for Japanese living in Japan and for White and Black adults living in the United States. Using the Survey of Midlife in Japan (MIDJA), a probability sample of Japanese adults from the Tokyo metropolitan area, we will examine measures of stress, depression, and anxiety across two time periods (2008 and 2012) for individuals 50 and older. These measures will be compared to the same age groups in the US using the Midlife in the United States (MIDUS) sample for contiguous time periods. Using these studies is appropriate as the MIDJA measures parallel those found in MIDUS. The framework underlying the studies was to test the hypothesis that the construct of interdependence predicts well-being and health in Japan, whereas the construct of independence predicts well-being and health in the United States, allowing the study to control for cultural differences. To our knowledge, this is the first study to examine and compare self-reported mental health behaviors between the midlife and elderly populations in these two nations using these data.
The creation and maintenance of sustainable data archives can be challenging but it offers clear advantages for a national and international research strategy. Data that is preserved can be used by multiple researchers, testing various hypotheses, and increasing 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, sponsored by IAFOR and the National Archive of Computerized Data on Aging (NACDA) will offer hands-on examples of how to discover data resources, obtain them, and then 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. NACDA has existed for over 40 years and freely distributes over 1,500 studies on the life course and health, representing one of the world’s largest research data collections.

The workshop introduces you to NACDA and our worldwide partners. All researchers attending IAFOR Conferences 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.
Enhancing Dementia Wellness: Evaluating the Role of Design in Ugandan Built Environments

Derick Kwizera, Uganda Martyrs University, Uganda

This research focuses on the critical intersection between design, dementia, and the built environment, with a specific emphasis on Uganda. As the global prevalence of dementia escalates, the study underscores the imperative role of architectural design in enhancing the quality of life for dementia patients and their caregivers. The World Health Organization identifies dementia as a significant challenge for the aging population, affecting 55.2 million individuals worldwide, with a projected increase to 139 million by 2050. In the context of Uganda, where the number of older persons is notably high, the study addresses the dearth of attention to dementia-friendly design interventions. This research adopts a mixed-methods approach, employing qualitative methods to investigate the perspectives of dementia patients and caregivers on the potential impact of architectural design on patients’ livelihoods. Structured open-ended interviews and observational data collection methods will inform the qualitative analysis, subsequently subjected to quantitative assessment through Likert scale ratings and statistical iterations. The study aims to unveil the link between design and dementia wellness, contextualise dementia design procedures, and highlight the sociocultural dimensions influencing dementia architecture in the Ugandan context.
Medication non-adherence among older adults with chronic diseases remains prevalent worldwide. WHO identified intrinsic capacity (IC) as the composite of all the physical and mental capacities of an individual can draw on. Association of medication non-adherence with IC pattern, individual impairments, and levels remains underexplored. A cross-sectional questionnaire-based survey was conducted in 2022 among older adults in southern Taiwan. 905 older adults with chronic diseases were included in this study. The Integrated Care for Older People Screening Tool for Taiwanese and the Adherence to Refills and Medication Scale (ARMS) were used to assess IC and medication non-adherence, respectively. Latent class analysis (LCA) was used to identify impairment patterns of IC and binary logistic regression was used to assess the association between association of intrinsic capacity and medication non-adherence. 176 (19.4%) participants were non-adherent to medication. LCA identified three distinct subgroups with different IC impairment patterns: robust (prevalence: 84.64%), physio-cognitive decline (11.49%), and depression with limited mobility and malnutrition (3.87%). Compared with the robust group, the group with depression with limited mobility and malnutrition was at 2.47 times higher risk for medication non-adherence. Compared with those with no IC impairments, those with hearing loss and depressive symptoms were at 2.27 and 2.04 times higher risk for medication non-adherence, respectively. Compared with those with high IC capacity, those with low IC capacity were 1.88 times higher risk for medication non-adherence. Intervention for improving medication non-adherence among older adults with chronic diseases should consider IC.

Psychological and behavioural factors can significantly influence the well-being of older adults, especially their capacity to perform Activities of Daily Living (ADLs), which are crucial for independent living. However, a comprehensive model elucidating how these factors contribute to older adults’ perception of their ability in such skills is still lacking. This study aims to confirm a theoretical model according to the evidence gathered from the literature. A total of 473 older adults (mean age = 69; SD = 7; 33% males) participated in the study. Their health perception, fear of falling, general self-efficacy, depressive symptoms, physical activity level, sedentary behaviour, and perceived disability in ADLs were assessed. A theoretical model involving these variables was produced using Bayesian Structural Equation Modelling. The results indicated successful convergence, with estimated posterior distributions proving insensitive to the prior distribution, and an overall excellent fit. Difficulties in activities of daily living did not exhibit associations with physical activity (B = -0.07, 95%CI [-0.17, 0.04]); however, an association was observed with sedentary behaviour (B = 0.03, 95%CI [0.01, 0.04]). In turn, sedentary behaviour was significantly predicted by depressive symptoms (B = 1.81, 95%CI [1.33, 2.29]), fear of falling (B = 0.50, 95%CI [0.10, 0.90]), and general self-efficacy (B = -2.31, 95%CI [-2.84, -1.77]). Health perception is directly associated with these three psychological variables. The model confirms the significant role of psychological and behavioural factors in improving intrinsic capacity thus promoting healthy aging. Future research is needed to investigate causal relationships between social determinants and intrinsic capacity, especially material circumstances and healthcare systems.
Frailty
Session Chair: Ali Darvishpoor Kakhki

09:15-09:40
77655 | Factors Affecting the Ability of Stroke Patients to Perform Daily Activities in Rural Communities Southern Thailand
Nipaporn Kuakool, Thaksin University, Thailand
Dusane Suwankhong, Thaksin University, Thailand

Strokes are a leading cause of disability among older people in rural communities southern Thailand. It affects patients' physical and mental well-being and reduces movement ability, cognitive function, and daily activity. Little is known about factors related to the ability to perform daily activities among this patient. This study aimed to examine factors affecting the daily activities of stroke patients in rural areas. Data was retrieved from the medical records of 258 stroke patients admitted to the physiotherapy department of community hospital between 2018 and 2022. The data was analyzed using descriptive (percentage, mean ±SD) and inferential statistics (t-tests, one-way ANOVA, correlation, and multiple regressions). The results showed that stroke patients were male (59.3%), aged 60 and over (65.5%) and married (99.2%). Most have underlying diseases (75.19%) and received rehabilitation programs less than 5 times (81.01%). The average score of daily activity ability was 14.12±6.53. Age, gender, underlying diseases, medical diagnosis, and physical therapy rehabilitation duration significantly affected the daily activity performance of stroke patients (p<0.05). Age and the duration of physical therapy rehabilitation were found to predict the daily activity scores. This study indicated that stroke patients who received shorter physical therapy rehabilitation programs experienced lower scores in their ability to perform daily activities. Thus, this finding can benefit healthcare providers in designing proper programs for older people with strokes to attend rehabilitation programs early. So that it can improve their quality of life and reduce the burden on families caring.

09:40-10:05
79227 | The Benefits of Aerobic Group Exercise Instruction on Physical Fitness, Cognitive Memory, and Agility in the Elderly: Retrospective Study
YingTing Hsueh, National Taiwan Sport University, Taiwan
Yen-Kuang Lin, National Taiwan Sport University, Taiwan
Shih-Chung Cheng, National Taiwan Sport University, Taiwan

This study stems from the implementation of the 'Taiwan Elderly Fitness Subsidy Program for the Year 2023' and explores the benefits of group exercise instruction on the physical fitness, cognitive memory, and agility of the elderly. Method: Participants aged 65 and above are required to undergo a doctor's diagnosis to confirm whether their physical condition is suitable for participation, and then a professional sports instructor will design and organize a group fitness course suitable for seniors, which will be conducted 4 times a week, 2 hours each time, for three months. The evaluation method adopts the post-film observation and analysis method. Four team sports coaching experts evaluate the movement ability at three observation time points (week 1, week 6, and week 12), and score 21 evaluation indicators. Results: The results showed that all indicators in week 12 were significantly better than those in weeks 1 and 6 (p<0.001), and the benefits of all indicators were large (Cohen's d: 2.79~5.11), ICC (0.73~0.94). Conclusion: Through the guidance of sports coaching experts evaluate the movement ability at three observation time points (week 1, week 6, and week 12), and score 21 evaluation indicators. The benefits of aerobic group exercise instruction on the physical fitness, cognitive memory, and agility of the elderly can be improved, especially the overall ability to keep up with the musical rhythm and incorporate high and low impacts, forward and backward, and lateral movements, dynamic and static balance control, interval training and agility improvement, and the enhancement of softness and cognitive memory to achieve health promotion benefits.

10:05-10:30
76811 | Falls in Older Ambulatory Care Patients with Cancer in Iran
Ali Darvishpoor Kakhki, Shahid Beheshti University of Medical Sciences, Iran
Najmeh Saberi, Shahid Beheshti University of Medical Sciences, Iran
Mahnaz Ilkhani, Shahid Beheshti University of Medical Sciences, Iran
Hafiz T.A. Khan, University of West London, United Kingdom

Falls can have severe consequences particularly for older patients with cancer undergoing ambulatory care. The aim of the study is to identify the predictors of falls in older patients receiving cancer ambulatory care in Tehran, Iran. A retrospective study was conducted on 300 older patients aged 60 years and above that were referred for ambulatory care in three oncology clinics based at hospitals in Tehran. Participants completed a questionnaire comprising demographic, history of falls, and cancer-related factors. Logistic regression was used to determine risk factors associated with falls. 35.3% of the older patients with cancer had experienced a fall in the six months following the start of their ambulatory care. The most important predictors of falls include the fourth stage of cancer (odds ratio (OR): 6.47, 95% confidence interval (CI): 3.20-13.08, P <0.001), fear of falling (OR: 5.64, 95%CI: 2.58-12.33, P<0.001), use of hearing (OR: 2.38, 95%CI: 1.07-5.29, P = 0.033) and visual aids (OR: 2.36, 95%CI: 1.12-5.01, P = 0.025), and the number of visits to the doctor (OR: 1.10, 95%CI: 1.01-1.21, P = 0.035). The results indicate that a reduction in falls is possible by introducing strategies to improving care for older patients in advanced stage of cancer, eliminating the causes of fear of falling, examining and improving vision and hearing, and identifying and addressing the underlying causes of visits to the doctor.
Thailand has implemented many initiatives in response to the growing older population. One of the objectives was to increase revenue through employment. This study examines the employment demands of the elderly population by considering their health status, eyesight, and hearing capacity, with the aim of improving the provision of employment support for the elderly. The data from the survey of older persons during 2007–2021 were examined. The results revealed that the Thai elderly’s working needs were likely to continually increase, while their health status, eyesight capability, and hearing ability significantly affected the elderly’s working need opportunities. One intriguing discovery pertained to the policy phenomenon of implementing elderly allowances, which aimed to enhance the financial stability of older individuals who do not get additional government benefits. The introduction of the policy led to a reduction in the employment requirements of the senior population in the initial year of the research.

While the overall Thai population is growing at a slower pace, the elderly demographic is experiencing a significant increase. By 2022, Thailand will officially be recognized as a “completely aging society.” Notably, some elderly individuals are still actively engaged in the labor market, giving rise to concerns regarding job security and the overall working environment. Upon examining the legal framework designed to safeguard the employment conditions of the elderly in Thailand, a notable gap emerged – there is currently no specific framework dedicated to protecting the unique employment conditions of elderly workers. This research study relied on significant statistical data and involved small group meetings and interviews with key decision-makers in elderly policy formulation and relevant government agencies. The study also comprehensively examined and analyzed government policies, laws, and best practices from other countries, aiming to draw comparisons and contribute to the enhancement and development of Thai laws. The study reveals the need for clear protection of older workers and the alignment of their rights with international obligations, aiming to prevent discrimination against elderly employees. The researcher advocates for amendments to the Labor Protection Act, emphasizing the necessity for measures ensuring the rights of elderly workers. This includes specifying employment considerations based on gender, age range, and physical limitations, detailing job nature and appropriate working conditions. Additionally, the researcher suggests government policies to encourage elderly employment, such as providing incentives to employers and implementing necessary measures to support older workers.

Sweden abolished its statutory fixed retirement age already in the 1990's in order to meet the challenges to the pension system from increasing life expectancy. Nevertheless, a 65-year retirement norm still remains in reality. Measures adopted in support of extended work life policy, such as tax drop on income for those over 65 years, raising the age for the right to remain at work or introducing age in the Discrimination Act, have not been successful. In fact, the policy change has been accompanied with claims of ageism against older jobseekers and the difficulty for certain occupational groups to extend their working life due to injuries or the work becoming too heavy. Research on policy change has, among other, been addressed by theories on norm-nudging, i.e., activities to bring about changes in behavior so as to achieve a desired outcome or to align the behavior with public policy decisions. From this perspective the study examines the Swedish Pensions Agency's efforts through the use of positive campaigning to persuade the general public, in particular the working population, of the benefits of continued work. With a focus on data collected from social media, the study analyses the content of the agency’s positive campaigning messages as well as the response to these efforts. The aim is to contribute to a better understanding of the resistance to this policy change and how it might be overcome.

Singapore is a fast-ageing society and recent Government data indicates that Singapore is facing an impending ‘silver tsunami’. Many researchers have raised the alarm on the problems that such an ageing Singaporean population would bring and how it would negatively affect the economy and society if not well managed. However, this silver tsunami can also be viewed as an opportunity, an impending wave of senior talent that can be harnessed and channelled into increased effective senior entrepreneurship in Singapore. Hence, this thesis seeks to explore an under-researched topic in Asia, namely, what are the benefits of senior entrepreneurship and identify the challenges that potential older entrepreneurs face and highlight potential supporting strategies that can be adopted to alleviate those challenges. The thesis adopts a qualitative interpretivist approach. Data was collected through semi-structured interviews of nine successful senior entrepreneurs who became founders after the age of 50 and also through two focus groups interviews with one group below the age of 50 and the other above age 55. Thematic analysis was used to analyse the collected data. The findings revealed that while business knowledge sharing is one of the benefits that can be leveraged from the senior entrepreneurs, the effective use of technology and positive sales generation were two distinct challenges that senior entrepreneurs often needed additional support with. This research recommended the need for relevant stakeholders to implement further policies to promote Senior Entrepreneurship in Singapore. One such initiative identified is to create business incubators especially designed for seniors.
Ineffective use of instruction language can be seen among teachers of English regardless of their age, years and experience and nationality. Instructions, when properly planned and effective delivered, ensure the overall flow of a lesson and increase students’ morale as well as attention. Badly thought out instructions can result in poor transitioning between lesson stages. To make things worse, what a teacher says in class can also have a demotivating impact on learners, especially when the teacher is ignorant of the learner’s learning mechanism and mentality, whether consciously or unconsciously. With a learner-centered approach to language instructions in the classroom, especially following a Montessorian approach, teachers of English will see a positive change in every single word they utter in the classroom. This, over a long period of time, improves the overall effectiveness of the lesson and boosts learners’ motivation.

In this workshop, participants will have a chance to look back on their daily instruction language, which can be either very effective, or lengthy, self-centered, condescending and irrelevant. From this, participants will proceed to modify the language in use with a fresh view of language instructions in the classroom.
Background: The critical care management of patients with both perforated peptic ulcer and vocal cord tumor presents a complex clinical challenge that requires a comprehensive and individualized approach. This case study reported the application of Roy’s Adaptation Model (RAM) in providing effective care for a 70-year-old patient with this dual diagnosis. The patient was confronted with the threat of a newly diagnosed cancer risk of upper airway obstruction and encountered the stress of critical illnesses, which prompted this case study. This case study aimed to demonstrate how to apply RAM in acute care settings to help patients and their caregivers cope with the disease process, optimize their functional health status, and provide holistic care. Methods: This case study was guided by the theoretical framework of RAM, developed by Sister Callista Roy. It was conducted in a Hong Kong tertiary Hospital. The study systematically identified physiological, psychological, and social stimuli that impact patient adaptation. Based on the assessments, nursing interventions were tailor-made to promote patient adaptation. The study systematically illustrated how RAM enables individualized care addressing specific adaptive needs and why continuous evaluation and modification of interventions are vital to optimize patients’ adaption process. The study highlighted collaboration among the healthcare team to ensure comprehensive and patient-centered care. Conclusion: By applying RAM in care for older adults with complex healthcare conditions, healthcare professionals gain insight into patient adaptation and provide holistic care. The study illustrated RAM can facilitate effective assessment, intervention, and evaluation, ultimately improving patient outcomes and care quality.

The relationship between enhancing the capacity of elderly service staff and its effect on the willingness of older adults to age in place is characterized by uncertainty. This uncertainty arises from the lack of understanding regarding how the process of staff capacitation, which refers to the development of staff skills and abilities, aligns with the unique care needs of older individuals. To bridge this knowledge gap, a comprehensive survey was conducted, encompassing a sample of 1,023 older participants and 138 community service providers in Hong Kong, China. The survey findings reveal that staff capacitation played a pivotal role in sustaining the willingness of older adults to age in place, particularly when the staff members delivered more care or when the older participants engaged in daycare or home care services instead of other available community services. This pattern suggests that meeting older adults’ specific care requirements contributes to their willingness to continue residing in their own homes. Furthermore, the findings underscore the effectiveness of staff capacitation in addressing older adults’ distinct care needs and thereby fostering their willingness to age in place. These findings hold implications for the realm of elder caregiving services, underscoring the importance of capacity endeavors in attaining positive outcomes for older individuals.

In many parts of Asia, governments tend to emphasize the role of family in providing care for the elderly as a shared responsibility between the state and the family. Living with family members or relatives is also the ‘ideal’ condition aspired by many older adults. The PRAKARSA’s research on elderly welfare and social protection (2020) showed that nearly two-third of the elderly idealized living with their own family members as their preferred residential arrangement. However, nearly one in ten elderly lived alone (Indonesian Socioeconomic Survey, 2020). In such cases, the relationship between enhancing the capacity of elderly service staff and its effect on the willingness of older adults to age in place is characterized by uncertainty. This uncertainty arises from the lack of understanding regarding how the process of staff capacitation, which refers to the development of staff skills and abilities, aligns with the unique care needs of older individuals.

Meeting the complex needs of older people requires an effective collaborative approach. Case management is one of the integrated care models to address the changing needs of older people. However, formidable barriers exist to creating effective case management. In Hong Kong, the case management approach has been recommended as a new service delivery model for community-based care of older people to promote their well-being. Currently, Hong Kong lacks a comprehensive case management model for community-based care of older people, and extant case management programs prove ineffective. To fill this knowledge gap, exploratory qualitative research was conducted on case management in Hong Kong, with research questions of how a case management model can be implemented successfully for the integrated home care services of older people? What are the barriers and facilitators to implement case management? This study provides new insights on the potential roles, functions, and practices of a case management approach in integrated home care services, which is based on the analysis of findings from focus group and individual interviews with older people, family caregivers, health and social care professionals of home care service. The findings underscore the importance of case management in integrated home care, and also identifies the barriers that need to be overcome to implement the case management at the individual (values and awareness), organizational (management and professional practices) and societal (policy) levels. The study points to several policy-related implications to promote interprofessional collaboration in integrated home care.
Embracing the Smart Healthcare: A Study on a Community-Based Intervention to Improve eHealth Literacy Among Older Adults in Hong Kong

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Background: eHealth literacy is crucial for older adults to access and evaluate online health information. This empowers them to monitor and manage their own health in the post-COVID era. Objectives: This study aims to evaluate the effectiveness of the territory wide "Generations Connect" project, a community-based eHealth literacy intervention for underprivileged older adults in Hong Kong. Methods: We conducted a pre-post study from June to August 2023 to evaluate the effectiveness of the GC Project. The project involved 71 trained medical and health students who delivered special designed interventions to 2,733 underprivileged older adults (aged 65-101, M = 77.5, SD = 7) at their homes. The intervention included a 1.5-hour face-to-face session teaching the elders to use two mHealth applications, along with scanning QR codes for health information. An additional two-week digital intervention via WhatsApp followed. Results: Older adults with higher eHealth literacy were younger, well-educated, living in private houses, and had higher daily mobile phone usage. 2,139 older adults participated in the 15-day follow-up assessment. Their eHealth literacy increased significantly from pre-intervention (M = 16.95, SD = 9.97) to post-intervention (M = 18.64, SD = 10.07). Over one-third (37.9%) increased health-related video viewing on mobile phones after the intervention. 91.7% expressed satisfaction with the GC project. Conclusion: The GC interventions effectively improved eHealth literacy among older adults. Additional tailor-made interventions will be provided randomly for those whose ehealth literacy did not improve. These findings have important implications for designing effective health literacy interventions for the older population.

Tailored Domestic Social Robots and Monitoring Tech for Older Adults, Considering Socioeconomic Factors and Motor Challenges

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Population aging carries profound implications for the economy and society, particularly in the decline of Activities of Daily Living (ADLs) among those with low socio-economic backgrounds and motor impairments. Social Assistive Robots (SARs) and monitoring technologies offer promise in enhancing the well-being of older adults by assisting with ADLs at home and monitoring ongoing activities. This mixed-method study involved 31 older adults, divided into low socio-economic, motor-impaired, and control groups. Through four focus groups, participants shared how technologies could support ADLs at home. Transcripts underwent thematic analysis. Participants also completed the 12-item Short Form Health Survey and the Multi-dimensional Robot Attitude Scale to assess attitudes toward SARs and their association with well-being. Thematic analysis revealed specific needs across groups. The low-socioeconomic group expressed heightened concerns, while the motor-impaired group exhibited enthusiasm and interest in applications. Physical well-being correlated with familiarity (r = -.41, p = .02), interest (r = -.38, p = .03), perceived utility (r = -.59, p < .01), and control (r = -.56, p < .01), while psychological well-being linked to the need for variety (r = .55, p < .01) and a negative attitude toward SARs (r = -.40, p = .02). Significant group differences emerged in attitudes toward SARs in terms of Familiarity (F(2,22) = 10.77, p < .01), Interest (F(2,22) = 11.96, p < .01), Utility (F(2,22) = 14.48, p < .01), and Control (F(2,22) = 13.19, p < .01). Older adults perceive SARs and monitoring technologies as crucial for ADLs at home. Socio-economic status and motor limitations significantly influence acceptance, highlighting the importance of considering diverse needs and circumstances for effective implementation.
Conceptualizing creativity as something that is achievable in everyday contexts may contribute to the development of a growth mindset that researchers and the media should avoid communicating biological knowledge associated with creativity in deterministic ways.

creativity levels, compared with others who read a passage that emphasized the importance of both biological and environmental factors. The differences were significantly stronger when individuals read a passage that highlighted the deterministic role of biology in affecting creativity. Participants who were led to think about the Big-C definition of creativity tended to endorse higher levels of fixed and lower levels of growth mindsets relative to interactionists. 

This experimental study examined the joint effects of different definitions (Big-C vs. little-c) and biological attributions of creativity (i.e., biological determinist attribution vs. interactive attribution) on creative mindsets. We randomly assigned 312 participants to one of the four experimental conditions: (a) Big-C, biological determinist attribution, (b) little-c, biological determinist attribution, (c) Big-C, interactive attribution, and (d) little-c, interactive attribution. Participants in each experimental group read a passage about creativity, which started with a brief definition of creativity (Big C versus little-c), followed by fictitious scientific findings about the causes of creativity. Participants who were led to think about the Big-C definition of creativity tended to endorse higher levels of fixed and lower levels of growth mindsets of creativity, compared with those who were led to think of creativity as everyday activities of ordinary people. Within the Big-C condition, the differences were significantly stronger when individuals read a passage that highlighted the deterministic role of biology in affecting creativity levels, compared with others who read a passage that emphasized the importance of both biological and environmental factors. The experimental manipulations affected creative mindsets only, but not the implicit theories of intelligence. By contrast, the differences between the biological determinist and interactive attribution conditions were not significant in the little-c condition. Our findings suggest that researchers and the media should avoid communicating biological knowledge associated with creativity in deterministic ways. Conceptualizing creativity as something that is achievable in everyday contexts may contribute to the development of a growth mindset of creativity.

This predictive relationship research's objective was to study dementia and factors predicting dementia among working-age people at risk in the eastern region of Thailand. The sample group consisted of 105 people aged between 20 to 59 years old and over, both male and female who were working regular hours and living in the East of Thailand. They were selected by using a multi-staged random sampling. The data were collected between August and November 2023. The tools used for data collections included personal information questionnaire, stress test, depression symptom assessment form, World Health Organization Quality of Life Assessment, and dementia assessment form. The data analysis used was the stepwise multiple regression analysis at the statistical significance level of .05. The research results revealed that dementia scores for working age groups at risk in the eastern region was at the normal level. The average value was 26.67. The factor predicting dementia in working-age people at risk in the eastern region that affected dementia was the psychological factors—the depression, which explained 22.70% of the variance in dementia. From the research results, it is suggested that assessments of dementia among working age groups at risk should be conducted, and they should be screened for dementia. Emotional and mental conditions together should also be evaluated to reduce the risk of dementia.

According to the self-determination theory, autonomy is considered a fundamental psychological need of individuals, which results in significant work-related consequences. Job demands, job resources, and personal resources have been found to correspond with teachers' perception of autonomy support, yielding greater autonomy satisfaction. Greater autonomy support and autonomy satisfaction further yield high levels of well-being, work performance, and motivation in teachers. In the present study, we aim to use meta-analysis technique to synthesize existing research concerning the relationships between perceived resources, perceived autonomy support in the environment, autonomy satisfaction, and teacher outcomes (well-being, work performance, and motivation). The investigation included 80 studies, involving 191,945 teachers, and the results suggested that low job demands, high job resources, and high personal resources yield greater perceived autonomy support in teachers, which further lead to teachers' autonomy need satisfaction. Furthermore, greater autonomy support and autonomy satisfaction both lead to high levels of well-being, work performance, and motivation. Results from the present review indicate the importance of teachers' autonomy satisfaction for both their occupational well-being and job performance. The results also highlight the importance of personal and environmental resources, while reducing job demands, for teachers to develop autonomy satisfaction.

This experimental study examined the joint effects of different definitions (Big-C vs. little-c) and biological attributions of creativity (i.e., biological determinist attribution vs. interactive attribution) on creative mindsets. We randomly assigned 312 participants to one of the four experimental conditions: (a) Big-C, biological determinist attribution, (b) little-c, biological determinist attribution, (c) Big-C, interactive attribution, and (d) little-c, interactive attribution. Participants in each experimental group read a passage about creativity, which started with a brief definition of creativity (Big C versus little-c), followed by fictitious scientific findings about the causes of creativity. Participants who were led to think about the Big-C definition of creativity tended to endorse higher levels of fixed and lower levels of growth mindsets of creativity, compared with those who were led to think of creativity as everyday activities of ordinary people. Within the Big-C condition, the differences were significantly stronger when individuals read a passage that highlighted the deterministic role of biology in affecting creativity levels, compared with others who read a passage that emphasized the importance of both biological and environmental factors. The experimental manipulations affected creative mindsets only, but not the implicit theories of intelligence. By contrast, the differences between the biological determinist and interactive attribution conditions were not significant in the little-c condition. Our findings suggest that researchers and the media should avoid communicating biological knowledge associated with creativity in deterministic ways. Conceptualizing creativity as something that is achievable in everyday contexts may contribute to the development of a growth mindset of creativity.
This paper investigates the prevalent issue of forgetting names immediately after introductions, a problem evidenced by an 89% failure rate among a sample size of 1012 individuals. We propose that the root cause of this memory lapse is not an inherent issue with memory retention or retrieval. Instead, it relates to a specific cognitive phenomenon whereby the verbal information (the name) triggers an internal visualization of a previously known individual associated with that name. This internal image, superimposed upon the visual perception of the newly introduced person, creates a disconnect between the verbal and visual components, leading to a lack of memorization. We argue that this isn't a memory failure, but an information classification issue. Initial experiments indicate that making individuals aware of the internal visual component upon introduction and training them with a technique described in this paper can effectively facilitate name recall. Our findings shed light on this overlooked cognitive phenomenon and introduce new prospects for cognitive enhancement and education beyond memory skills.

It has been proposed that bilinguals show enhanced cognitive control compared to monolinguals. Further, this alleged advantage has been reported in both young and older adults, suggesting that the effects of bilingualism on cognition are sustained later in life. In this study, we investigated the effects of bilingualism and age on cognitive control. We compared performance in a matched sample of young (64 monolinguals, 63 bilinguals; mean age: 21.4 years) and older adults (27 monolinguals, 29 bilinguals; mean age: 68.0 years) on three tasks: (i) Attention Network Task (ANT), (ii) Test of Everyday Attention (TEA), and (iii) a Number Stroop task. The results suggested superior performance in bilinguals, but on different tasks in the young and older groups. In young adults, bilinguals outperformed monolinguals on the Reversal subtest of the TEA, suggesting enhanced auditory attentional switching. In older adults, bilinguals showed faster reaction times on both the ANT and Stroop task. In addition, they also showed a larger ANT orienting effect, suggesting that they were more efficient at utilising spatial cues in deploying visual attention. This study therefore suggests that effects of bilingualism on cognitive control are manifested differently in young vs. older age groups.

Concreteness is a measure of the degree of perceptibility of things/objects that words refer to as judged by human raters. Although some words can be unanimously rated as highly concrete (e.g., bird) or highly abstract (e.g., belief), a great number of words can be rated differently depending on various factors typically overlooked, an issue that has received attention in a relatively small number of studies (e.g., Lõhr, 2022; Pollock, 2018; Reijnierse et al., 2019). This study was conducted with a view to contributing to this existing body of research by examining how semantic ambiguity of words may influence concreteness ratings when these words are presented to raters in isolation. Using existing data, I conducted a correlational analysis between semantic ambiguity based on Hoffman et al.’s (2013) semantic diversity measure (semID), which was extracted from the South Carolina Psycholinguistic Metabase (Goa et al., 2022), and the standard deviation values (SDs) of the concreteness ratings based on Brysbaert et al.’s (2014) database, for a subset of 2031 English words. I predicted that as ambiguity of words increases, the size of SDs of concreteness ratings for those words would also increase. In line with this prediction, I found a moderate correlation between SemD and the SDs of concreteness ratings, r = .32, p<.001. This correlation suggests that ambiguous words tend to elicit more diverse ratings compared to less ambiguous words due to the existence of various meanings with different concreteness levels for the same word, influencing the raters’ judgments of concreteness.

Rationale: Both from a clinical and theoretical standpoint, it's essential to understand how the evaluative reinforcement learning mechanisms (Model-Free, MF and Model-Based, MB) operate under challenging conditions like stress, especially in Alcohol Use Disorder (AUD). Yet, this area remains scarcely studied. Objective: To investigate whether AUD individuals tend to favor habitual behaviors (MF) over prospective and deliberative simulations (MB) more than their controls and to explore the modulation role of social stress on their respective computational estimates. Methods: A cohort of 145 participants, including 67 with AUD (not undergoing treatment) and 78 controls, was analyzed. Acute social stress was introduced via the socially evaluated cold pressure task (SECPt). Subsequent engagement in a two-step Markov task allowed the evaluation of MB and MF learning tendencies using a Hybrid-RL 7-parameter model. We also evaluated biological and subjective stress levels, verbal working memory, and fluid intelligence. Results: Both groups showed similar baseline cortisol levels and responses to SECPt. In the absence of stress, AUD subjects relied less on MB learning than controls. Notably, under stress, the AUD group mirrored the MB levels of controls. Regression analysis showed that, for controls, cortisol increases due to stress shifted the MB/MF ratio towards MF, a trend not observed in AUD participants. The results were unrelated to the AUD participants’ compromised verbal working memory. Conclusions: While individuals with AUD generally display decreased MB reliance, they exhibit resilience in this deliberative mechanism during an acute social stressor, underscoring the intricate dynamics within AUD and hinting at heightened goal-driven.
The impact of immigration on mental health has been widely studied. Some common challenges immigrants encounter during such life transitions include acculturational stress, linguistic limitations, changes in sociocultural expectations, family conflicts and discord, poor family communication, and guilt. With psychotherapy and digital mental health information becoming more acceptable and accessible, immigrants are increasingly mindful of prioritizing their mental health. They are empowered to grow, particularly their sense of agency, by setting healthy boundaries at work and in their personal life.

In this panel, mental health providers from diverse cultural and professional backgrounds will discuss the overlapping challenges adult immigrants, foreign-born students, and working professionals face when introducing the concept of healthy boundaries to their parents in their countries of origin. The presenters will also discuss some common stressors and mental health concerns experienced by parents living in the countries of origin. The panelists will anchor the presentation using Urie Bronfenbrenner’s Ecological Theory, focusing on the impact of individual, family, linguistic, social, cultural, and historical factors on the interpretation of boundary-setting by parents in the countries of origin. Each presenter may choose to incorporate additional theoretical frameworks in their individual sections. The essence of this presentation will be on the panelists’ rich clinical experiences. Lastly, the panelists will provide recommendations for mental health providers and facilitate a dialogue about disseminating the concept and benefits of healthy boundary-setting to families. The intended impact of this panel is to bridge the gap between cultures, generations, and families.
Wisdom-Oriented Character Strengths, ICT Competence Beliefs, and Teaching of Digital Citizenship Among Teachers in Hong Kong and the Philippines

Learning motivation encourages university students to study and carry out certain activities that foster passion and enthusiasm to achieve maximum learning goals and results. To measure learning motivation, valid and reliable measurement tools were needed. The aim of this study was to assess the construct validity and construct reliability of a newly designed university student learning motivation instrument. Using quantitative methods, 282 respondents from 5 randomly selected universities were involved in this research. Using the Lisrel 8.80 program, the data obtained were analyzed using second order confirmatory factor analysis. This variable is measured by four indicators and 20 measuring items and 4 scales, namely: Intrinsic Motivation, Amotivation, Extrinsic-Career Motivation, and Extrinsic-social motivation. The research results show that the university student learning motivation instrument is valid in terms of loading factors, convergent validity and discriminant validity, and meets the construct reliability requirements, so that the university student learning motivation instrument developed is feasible for use.

Procrastination vs Academic Achievement: A Moderated Mediation Analysis of Self-Efficacy and Anxiety in Students with and Without Specific Learning

Academic procrastination, a form of behavioral delay, is increasingly prevalent among students, posing challenges to academic success. Particularly, students with Specific Learning Disabilities (SLD) in Higher Education experience increased anxiety, along with lower self-efficacy, which makes them more vulnerable to the adverse effects of academic procrastination. This study was designed to investigate the direct impact of academic procrastination on Academic achievement (Grade Point Average - GPA), along with examining how this relationship is mediated by learning and performance self-efficacy and moderated by anxiety. A self-reported questionnaire was administered to 807 Italian undergraduate students (390 with SLD and 417 without), to explore these interrelationships. The results indicated a significant negative correlation between academic procrastination and GPA, highlighting its detrimental effect on academic performance across students. The mediation analysis revealed that learning and performance self-efficacy was negatively influenced by increased procrastination, leading to lower GPAs. This effect was more pronounced in students with SLD, who demonstrated greater declines in GPA due to a higher vulnerability to procrastination's adverse effects. Additionally, the study found that elevated anxiety levels amplified the negative consequences of procrastination, particularly in students with SLD, where it further decreased self-efficacy and thus GPA. These findings underscore the need for tailored intervention programs designed to enhance academic performance, especially for students with SLD.

Exploring the Linguistic Landscape of Teacher-Student Relationships: Children's Descriptions, Sentiment Analysis, and Academic Outcomes in Italian Primary Schools

This study investigates the relationship between children's linguistic descriptions of teachers, sentiment analysis, and key indicators of relationship quality, mental health, and academic performance among 853 primary school students in Italy. Using Latent Dirichlet Allocation (LDA) topic modeling, we extracted five thematic categories from children's descriptions, providing a linguistic framework to explore the multifaceted nature of teacher-student relationships. Sentiment analysis assessed the emotional tone and subjectivity of these descriptions. Pearson correlation analyses examined relationships between linguistic themes, sentiment analysis results, and psychological and educational measures, including Strengths and Difficulties Questionnaire (SDQ) scores, Classroom Working Alliance Inventory (CWI) scores, and Student Perceptions of Affective Relationship with Teacher Scale (SPARTS) scores. Findings revealed significant correlations, indicating that how children describe teachers and the emotional tone of these descriptions are related to perceptions of relationship quality, well-being, and academic achievement. Positive correlations between the 'Educational Approach' theme and CWAI scores highlight the role of pedagogical methods in fostering a supportive classroom environment. Correlations between 'Emotional and Supportive Dynamics' and internalizing symptoms underscore the impact of emotional aspects of teacher-student interactions on student well-being. This study emphasizes the significance of children's verbal portrayals of teachers and sentiment analysis in understanding educational dynamics, offering valuable insights into relationship quality, emotional and behavioral health, and academic success in primary education.

Wisdom-Oriented Character Strengths, ICT Competence Beliefs, and Teaching of Digital Citizenship Among Teachers in Hong Kong and the Philippines

This study explores the associations of wisdom-oriented strengths – creativity, curiosity, open-mindedness, love of learning, and perspective – and information technological competence (ICT) beliefs with self-reported teaching of specific digital citizenship skills in preschoolers among 109 in-service teachers (Mage = 39.74; SDage = 18.0) in Hong Kong and the Philippines via a cross-sectional design. A survey with scales to assess wisdom-oriented character strengths, ICT competence beliefs, and perceived teaching of digital citizenship dimensions was administered to participants. Results of logistic regression analyses showed that curiosity and perspective served as more robust predictors of teaching different digital citizenship skills in preschoolers. These findings suggest that teachers with greater curiosity and capacity to see the ‘bigger picture’ in various aspects of life are likely to teach critical features of digital citizenship such as effective communication and digital footprint and identity. The analyzing and reflecting dimension of ICT competence belief was linked to higher likelihood of teaching the relationships and communication dimension of digital citizenship. This research highlights the importance of fostering psychological strengths in supporting pedagogical practices that facilitate responsible use of technology in younger children.
This research is a survey research with the objectives to 1) obtain the pattern of cyber bullying among Thai teenagers 2) know the personal factors (gender, family, hours of internet use, and number of internet access devices) affecting the pattern of cyber bullying in Thai youths and 3) use the obtained model to analyze impacts related to the brain, mind, and learning and create a program to reduce such impacts. The sample group consisted of 405 teenagers aged 18-22 years in Chonburi province who completed electronic questionnaires consisting of 1) general information questionnaire 2) Adolescent Cyber-Aggressor Scale (CYB-AGS) 3) Cyber-Victimization Scale (CYBVICS) and 4) Cyberbullying Bystander Scale (CBS) The data was analyzed using descriptive statistics and the survey data was analyzed using Repeated One-way : ANOVA.

The research found that 1) overall, youth have Patterns of being a passive witness to cyber bullying. 2) Male and female teenagers have a pattern of being passive witnesses to cyberbullying than do alternative genders, ata statistical significance of .05. 3) Youth living with their father or mother had significantly higher cyberbullying patterns than youth living with both parents and youth living alone at the level .05. For the variables Internet usage hours and number of Internet access devices, there were various and unrelated patterns related to cyberbullying.

Adverse childhood experiences (ACE) have long been linked to the emergence of maladaptive daydreaming (MD) in adults. However, while ACEs do not always preclude the emergence of MD, it seems that these two variables have an inconsistent relationship. The purpose of this study was to determine whether the current family functioning moderates the relationship between the two variables. 382 Filipinos aged 22 and 30 were recruited for this study and three test instruments were used: The Childhood Trauma Questionnaire - Short Form, the Family Assessment Device, and the Maladaptive Daydreaming Scale-16. The participants completed an internet-based research questionnaire. According to the findings, the likelihood of developing MD is higher in people from households with low levels of affective involvement and poorly established roles. Higher levels of emotional abuse (EA), physical abuse (PA), and sexual abuse (SA) contributed to higher levels of MD. Additionally, the outcomes supported previous research findings showing that the relationships between ACE and MD were inconsistent. Although it was demonstrated that ACE significantly influenced the development of MD, the association was weak and had limited real-world applicability. Furthermore, it was determined that current family functioning did not moderate the relationship between ACE and MD. The implications of this study lie in its potential to enhance our understanding of the complex interplay between these factors and to inform effective prevention, intervention, and support strategies for individuals and families.

To address the pressing mental health needs among secondary school students in Hong Kong, our unit has been running the Gatekeeper–Peer Power Programme, which aims to foster a culture of peer support and create a mental health-friendly school environment through ambassador training. Over three years, the programme has been introduced in 110 schools, nurturing over 2,000 ambassadors. In recognition of the close relationship between emotion regulation and mood disorders, the curriculum focuses on teaching adaptive emotion regulation strategies, recognizing common mental health disorders in adolescents, and knowledge of self-harm and suicide. Peer counseling skills and strategies for promoting mental health in school are also covered. During the 2022/23 academic year, two programme modes were employed: Mode 1 (two 2-hour sessions plus a one-day camp) with 264 participants and Mode 2 (four 2-hour sessions) with 116 participants. To assess the programme’s effectiveness, participants’ pre- and post-programme use of various emotion regulation strategies, social connectedness to different groups, and aspects of psychological well-being were assessed through self-report. Results showed significant improvements in Community Connectedness across both modes. Additionally, depending on the modes, students reported increased use of adaptive emotion regulation strategies (Awareness in Mode 1; Sensations and Acceptance in Mode 2) and improved well-being (Future Orientation in Mode 1; Confidence, Life Satisfaction, and Positive Affect in Mode 2). Regarding sex differences, the observed improvements were predominantly found in male but not female participants. Furthermore, students’ qualitative feedback highlighted their appreciation for and interest in emotion regulation strategies and peer counseling skills.
Mental Health & Professions

Wednesday Onsite Parallel Session 1

Session Chair: Reynold Varela

09:15-10:55 | Room 607

09:15-09:40

The Mediating Effect of Social Comparison in the Causal Relationship Between Social Media Use and Depression

Alysa Maroon Garcia, University of Santo Tomas, Philippines
Lucila Bance, University of Santo Tomas, Philippines

There are several possible mental health risks associated with using social media. Despite numerous studies over the years linking social media use (SMU) to depression (D), there are few that specifically address the relationship between these two factors in young adult Filipinos and how social comparison (SC) explains the link in their relationship. The study aims to see the role of social comparison (SC) in explaining the increase or decrease of depressive symptoms in Filipino young adults when exposed to higher screen time of social media use. This research utilized a structural equation modeling technique. The appropriateness of the instruments, socio-economic profile, The Iowa-Netherlands Comparison Orientation Measure (INCOM), The Social Media Use Integration Scale (SMUIS), and The Depression, Anxiety, Stress Scale-21 (DASS-21) were tested using confirmatory factor analysis. The initial findings show that social comparison (SC) mediates the causal relationship between social media use (SMU), (SMU → SC, β = .416) and depression (D) (SC → D, β = .407) of Filipino young adults. Among the dimensions of SMU, social Integration and emotional connection (SIEC) indicated a greater impact (β = .781) than social routine (SR). While the ability dimension (β = .984) reflected a very strong contribution to SC than the opinion dimension (β = .338). Understanding the relationship between the variables and explaining how each impacts an individual may pave the way for developing psychological intervention programs on how to deal with mental health concerns brought about by social comparison from social media use.

09:40-10:05

Personality Complexity in Stress Coping: Unpacking Personality Facets and Coping Strategies in a White-Collar Context

Abby Tan, Monash University Malaysia, Malaysia
Adriana Ortega, Monash University Malaysia, Malaysia
Cai Lian Tam, Monash University Malaysia, Malaysia

Despite extensive research on the interplay among personality, coping mechanisms, and stress, limited attention has been given to job-related stress, and fewer studies have investigated the role of coping in the relationship between personality and Job Stress. This study investigated how personality impacts coping strategies and Job Stress by examining both broader personality dimensions and specific facets. The sample consisted of 570 Malaysian employees aged between 21-60 years old, working full-time in white-collar occupations. Data was collected through an online questionnaire utilizing the following measures: International Personality Item Pool, Brief Job Stress Questionnaire and Coping Orientation to Problems Experienced Inventory. The findings revealed significant associations between personality, coping and Job Stress. Neuroticism was significantly associated with increased Job Stress (β = .538, ps.001) as well as increased use of Avoidance (β = .176, ps.001) and Seeking Support (β = .350, ps.001) as coping strategies. Furthermore, Conscientiousness was associated with greater use of Problem-Focused strategies (β = .336, ps.001) and Seeking Support strategies (β = .132, ps.01). In contrast, Extraversion predicted increased utilization of Avoidance (β = .176, ps.001), Problem-Focused (β = .219, ps.001), Seeking Support (β = .372, ps.001), Religion (β = .111, ps.05) and Humour (β = .252, ps.001). When personality facets were observed, it was found that the Neuroticism facets, Anxiety and Depression, the Conscientiousness facets, Self-Efficacy and Self-Discipline, and the Extraversion facets, Friendliness and Cheerfulness, produced the most consistent results with Job Stress and coping strategies. The overall findings provide a deep insight into stress management among white-collar employees, and on specific personality dimensions and facets that either increase vulnerability or resilience to workplace stressors.

10:05-10:30

Caring in the Shadows: Lived Experiences of Indigent Primary Caregivers of Patients with Schizophrenia in Rural Philippines

Jona-Mae de Torres, Calayan Educational Foundation, Inc., Philippines
Juliet San Luis, Calayan Educational Foundation, Inc., Philippines
Maurice R. Villafranca, Calayan Educational Foundation, Inc., Philippines

Diagnosis within the schizophrenia spectrum places a huge burden, not only on the patients, but also on their caregivers who live with them and interact with them regularly. This qualitative phenomenological study is about the lived experiences of indigent primary caregivers of patients diagnosed with schizophrenia spectrum disorders in General Luna Quezon Province, Philippines. Ethical standards on trustworthiness and rigor were followed. The data gathering was accomplished through unstructured one-on-one interviews with seven (7) participants, who were purposively chosen using criterion sampling. Narratives were transcribed and analyzed using Smith et al. (2009) interpretative phenomenological analysis. The study revealed four (4) major superordinate themes: (1) Guided by Culture: Embracing the Caregiving Journey with Filipino Values, (2) Emotions Unveiled: Mapping the Emotional Trajectory of Caring, (3) Unseen Warriors: Fighting Silent Battles and Overcoming Untold Struggles, and (4) Boundless Devotion: Navigating the Altruistic World of the Primary Caregivers. Findings showed that participants’ experiences underscore the profound impact of Filipino cultural values on the caregiving experience and emphasize the emotional complexity of caregiving for individuals with schizophrenia. There were also challenges and difficulties faced by the participants. Their altruistic world involves immense sacrifices they make, the transformative impact on their identities, and the coping strategies they employ to navigate the challenges they faced. The insights gained from the participants can inform tailored support systems and interventions, benefiting similar caregiving situations. The study has implications for improving mental health programs and aiding both patients and caregivers.

10:30-10:55

The Lived Experiences of Filipino Psychologist as Mental Health Professionals

Reynold Varela, Adamson University, Philippines

This study on the lived experiences of Filipino Psychologists as mental health professionals described the professional life of psychologist who were directly engaged in the treatment of clients with psychological problems. The study utilized Phenomenology particularly Interpretative Phenomenological Analysis (IPA) as a method of inquiry. It described the lived experiences of eight (8) Filipino psychologist working in different mental institutions. The researcher found out that (1) psychologists demonstrated Resiliency in the performance of their work as mental health professionals. This resiliency is nurtured and maintained through work life balance, sense of purpose and accomplishment, and self-care, (2) Psychologists felt Negative Experiences in the performance of their work as psychologist. These negative experiences were described and communicated through their feelings of uncertainty, self-doubt on competence, and feeling of frustration and burnout. (3) Psychologists demonstrated some Desirable skills and traits as a Mental Health Professionals. The expression of experiences was described and communicated through their Capacity for Building Rapport, Openness to experiences, and Willingness to Listen/Non-Judgmental Attitude. (4) Psychologists expressed the Causes of Psychopathology from the Eyes of Psychologist. The common causes of psychopathology were neuroticism trait and Dysfunctional Family. (5) Psychologist expressed how to become Pragmatic in Psychological Practice: the importance of the relationship of theory, instrument, and intervention in the treatment of psychological disorders.
This study aimed to explore the context and perspectives of business leaders on mental health and related services in the workplace. Fifty-three business owners, chosen through convenience sampling, answered an online, three-part questionnaire. For the qualitative strand, seven participants took part in the key informant interviews. The research aimed to explore how moments of conflict are tackled and differ between monocultural and multicultural teams, and their impact on team effectiveness. Our work examines multiple meetings of four monocultural and five multicultural self-managing teams from a large Dutch service organisation. We used thematic, content, and micro-ethnographic analyses on video recordings to assess team members' behaviours during task, process, and relationship conflicts, considering also their duration, the expressed emotionality, communication directness, psychological safety, and the conflict resolution strategies employed. The findings indicate that multicultural teams tend to experience a higher overall frequency of conflicts (particularly task-related conflicts and fewer process and relationship conflicts in proportion), more emotionality (with a higher frequency of negative emotions over positive ones), and to resolve conflicts without reaching a clear conclusion compared to monocultural teams. Lastly, regardless of cultural differences, when teams are high in psychological safety, conflict occurrences are less frequent, and team effectiveness higher. This study extends previous research on conflict management by implementing novel video observations to provide fresh and more objective insights into team members' behaviours in situations of conflict. Furthermore, it contributes to practice by offering managers suggestions on how to properly handle conflicts in multicultural and monocultural teams.
In the era of technological advances and widespread internet use, forming parasocial relationships, those one-sided connections with admired figures like Korean celebrities, have become effortlessly accessible. These relationships often play a pivotal role in enhancing individuals' zest for life - enthusiasm and energy to live. While past research has delved into parasocial relationships and belongingness, there remains an unexplored territory: the relationship between parasocial relationships and zest for life, with belongingness as the mediator. This study endeavors to bridge this gap by involving K-pop fans (aged 18-25 years old), acknowledging the profound influence of K-pop's popularity and the prevalence of parasocial relationships within this fan community. Moreover, emerging adulthood is characterized by a fundamental need to build intimate relationships, making it a critical stage for investigating how parasocial relationships may affect overall well-being. Data analysis for this research will use Model 4 of the Hayes PROCESS for SPSS 27. The hypothesis suggests that as K-pop fans cultivate stronger parasocial relationships with their idols, their sense of belongingness will intensify, subsequently enriching their zest for life. Furthermore, the findings of this research will contribute not only to our understanding of this unique fan culture but also to the broader exploration of one-sided relationships in the digital age. As we navigate the ever-evolving landscape of fan interactions in the digital era, this study offers a glimpse into how the virtual bonds forged between fans and their idols can have a tangible impact on their overall enthusiasm for life.

One of the unique research topics studied is purchasing merchandise among fandoms or communities that have specific interests, such as cartoons, anime, or celebrities. The satisfaction one gets and the feeling of happiness from being attached to one's idol is one of the factors that makes someone willing to spend money to buy idol items. This purchasing behavior has multifaceted causes, one of which is caused by parasocial relationships. Parasocial relationships are defined as socio-emotional interactions with fictional characters like cartoons, anime, or celebrities and are perceived as two-way interactions despite being one-sided. This phenomenon raises questions about when individuals experiencing PSRs may be satisfied purchasing character-related items. Therefore, this study aims to investigate the influence of parasocial relationships on purchasing intentions and the potential moderating role of FOMO among 200 early adults aged 18 to 25. Data analysis in this research employs a moderation model using Process by Hayes in SPSS 22.0. Previous studies have identified how parasocial relationships can increase individuals' intentions to buy character merchandise. The hypothesis suggests that fear of missing out can strengthen the experience of someone with an inner attachment to their idol, which will make them buy goods to support their idol. Furthermore, this research can deepen our understanding of how parasocial relationships influence the intention to purchase character-related items. This study can expand the study of fandom to maximize the potential to increase subjective well-being and happiness by looking at the uniqueness of fandoms.

Virtual reality is an immersive technology that can be used as a tool in the treatment of disorders linked to substance use disorders, such as alcohol use disorder. This systematic review of the literature examines the effectiveness of virtual reality as exposure therapy for heavy social drinkers, defined as people who regularly consume alcohol in a variety of social contexts, with or without a diagnosis of alcohol use disorder. The current review includes ten studies with a total of 377 participants. Most participants were adult men (61.03%), with an age average of 44.1 years [± 7.42] and alcohol use ranging from light to heavy. Although studies show heterogeneous results, the use of virtual reality cue exposure therapies has shown greater improvement in terms of craving reduction for patients suffering from alcohol use disorder. Studies have also shown that the realism of the virtual environment can influence levels of craving and anxiety, both in heavy social drinkers. In addition, the use of virtual reality has proven to increase feeling of self-efficacy and decrease the tendency to engage in automatic drinking behaviors. However, the review also mentions the necessity of larger research to determine the efficiency of virtual reality as a therapeutic treatment for alcohol use disorder, whilst considering comorbidities and treatment background, especially for resistant patients.
Negative life experiences have been identified as risk factors for mental health problems in literature. However, evidence in low- and middle-income countries (LMICs) is limited. This study aims to identify the associations between negative life events and depression in Indonesia. Data were obtained from 31,446 individuals aged 15 and older who participated in the Indonesia Family Life Survey Wave 5 (IFLS-5) conducted in 2014-2015. Depressive symptoms were measured using the 10-item of the self-reported Center for Epidemiologic Studies Depression Scale (CES-D-10). Negative life events within the past 12 months included individual/family members diagnosed with chronic diseases, injury/experienced natural disaster, and the death of a family member. Multilevel logistic models were used to test the hypothesis while accounting for sociodemographic characteristics, health behaviours, and area characteristics. Approximately 2.9% of respondents experienced ≥2 negative life events in the last 12 months, and 30.4% experienced one event. Experiencing ≥2 events was associated with 1.48 (95% CIs 1.27;1.72) higher odds of having depression, while those who experienced one event had 1.24 (95% CIs 1.17;1.31) higher odds of depression compared to those who had not experienced any event adjusted for age and gender. Those significant associations remained when we added all the covariates in the model. The findings of our study are important for the development of prevention programs for depression among individuals exposed to negative life events.
Guideline Development of Healthy Brain and Mind Application for Enhancing Cognitive Functions of Adults
Juthamas Haenjohn, Burapha University, Thailand
Warakorn Supwirapakorn, Burapha University, Thailand
Ketsara Noimanop, Burapha University, Thailand
Tanida Julvanichpong, Burapha University, Thailand

The purposes of this research were 1) to study healthy brain and mind application (HBM app.) that can enhancing cognitive functions of adult, 2) to study the adults’ satisfaction and opinion on HBM app. to develop cognitive functions and being healthy adults. The informants were 22 adults’ experimental group who willing to participate in this research project. The data was collected through the satisfaction questionnaire and semi-structured interviews and analyzed by content analysis. The research results revealed that; 1. The HBM application composed 3 parts: Part 1: the general information and defining valued, goals and committed actions based on Acceptance and Commitment Therapy (ACT). Part2: brain health training via 4 activities and mental health training via 3 activities Part3: daily records of healthy lifestyles for 1) physical health via eat good nutrition, sleep well and 30 minutes exercise 2) relationships activities of each day and 3) daily money plaining and expense. 2. The adult's opinion on the HBM app. was used as inferential statistics to test the effect of the treatment group on the intermediate/post-test/ follow-up scores for procrastination, sleep disturbances, and psychological flexibility, with the pretest score as the covariate. It is expected that ACT is better than MI in reducing procrastination and sleep disturbances as it improves students’ psychological flexibility. This study represents a pioneering effort to examine its viability as an efficient intervention to address these interconnected challenges faced by undergraduates.

Future Time Perspective Predicts Bedtime Procrastination, Self-Efficacy as a Mediator
Kun Liu, City University of Hong Kong, Hong Kong
Raymond Chan, City University of Hong Kong, Hong Kong

Bedtime procrastination is a form of procrastination in the health domain, which has attracted more and more attention owing to the rising concerns for health. This study examines the underlying mechanisms of some determinants of bedtime procrastination. Based on the life history theory (Giudice, Gangestad & Kaplan, 2015), self-efficacy increases the perception of controllability of the environment and then promotes a slow life history strategy which is future-oriented and reduces procrastination. Thus, it was proposed that a higher level of general self-efficacy would predict a lower level of bedtime procrastination and future time perspective would mediate the association between them. Trait mindfulness could be a protective factor against bedtime procrastination and moderate the relations between bedtime procrastination and future time perspective or general self-efficacy. Data from a sample of 189 participants through an online survey in convenience sampling was collected. The results showed that the mediation effect of future time perspective on the relation between general self-efficacy and bedtime procrastination and the moderating effect of trait mindfulness on the associations with bedtime procrastination did not exist, but general self-efficacy mediated the relationship between future time perspective and bedtime procrastination. General self-efficacy, future time perspective and bedtime procrastination were significantly associated with each other. The present study implies that self-efficacy plays an important role in explaining bedtime procrastination. However, the influence of mindfulness on bedtime procrastination needs to be further investigated.

Smoking Behavior and Mental Health Implications in Men: A Systematic Review
Ashandi Triyoga Prawira, Universitas Jember, Indonesia
Risyaddina Nugraha, Universitas Airlangga, Indonesia
Diana Rahima, Universitas Airlangga, Indonesia

Smoking behavior has been found in many people with mental health disorders, especially in the male population. However, recent literature that maps out pathways around the mind and its implications has not specifically been identified in men. A systematic search using predetermined criteria to review and empirically evaluate all English-language peer-reviewed data on the mental health implications of smoking behavior in men was conducted. The analysis focused on two topics: smoking behavior as a risk factor for developing mental illness and mental health as a predictor of smoking behavior in the male population. This systematic review was conducted utilising three electronic databases: Pubmed, Wiley Library, and Taylor and Francis. A list of essential search phrases was created to assist in identifying relevant articles. The search criteria employed are 'Smoking Dependence,' 'Mental Health', and 'Male or Men'. A total of 1105 studies were identified, out of which 33 papers were selected for review. Smoking behavior in men has various mental health implications, not only limited to behavioral issues but also alterations in neurostructural levels. The associations between mental health and smoking behavior in men are diverse and complex, but still a challenge to explore due to limited reference. More extensive research exploring the psychodynamic and sociocultural factors of smoking behavior in men is necessary to be developed.

Exploring the Impact of Acceptance and Commitment Therapy (ACT) on Mitigating Academic Procrastination and Sleep Disturbances Among Undergraduates
Sook Huey Lee, Universiti Pendidikan Sultan Idris, Malaysia
Fatnah Ramlee, Universiti Pendidikan Sultan Idris, Malaysia
Azizah Othman, Universiti Sains Malaysia, Malaysia

Academic procrastination and sleep disturbances are pervasive challenges among university students, yet interventions targeting these issues are relatively scarce. We conducted a quasi-experimental quantitative and longitudinal study using a two-arm parallel group randomized controlled design to evaluate the impact of Acceptance and Commitment Therapy (ACT) on academic procrastination and sleep disturbances. Outcome assessments were conducted using the Tuckman Procrastination Scale, Pittsburgh Sleep Quality Index, and Pay-Flex at baseline, after session 3, post-test, and a 1-month follow-up. Thirty Malaysian undergraduates who met the inclusion criteria were recruited and randomly assigned to undergo six online sessions of either ACT or Motivational Interviewing (MI) control group. The study was scheduled to continue until early 2024. ANCOVA analyses will be used as inferential statistics to test the effect of the treatment group on the intermediate/post-test/ follow-up scores for procrastination, sleep disturbances, and psychological flexibility, with the pretest score as the covariate. It is expected that ACT is better than MI in reducing procrastination and sleep disturbances as it improves students’ psychological flexibility. This study represents a pioneering effort to examine its viability as an efficient intervention to address these interconnected challenges faced by undergraduates.

Session Chair: Juthamas Haenjohn

Wednesday Onsite Parallel Session 5
Psychology, Mental & Physical Health

16:55-17:20
76554 | Future Time Perspective Predicts Bedtime Procrastination, Self-Efficacy as a Mediator
Kun Liu, City University of Hong Kong, Hong Kong
Raymond Chan, City University of Hong Kong, Hong Kong

17:20-17:45
79205 | Smoking Behavior and Mental Health Implications in Men: A Systematic Review
Ashandi Triyoga Prawira, Universitas Jember, Indonesia
Risyaddina Nugraha, Universitas Airlangga, Indonesia
Diana Rahima, Universitas Airlangga, Indonesia

17:45-18:10
78874 | Guideline Development of Healthy Brain and Mind Application for Enhancing Cognitive Functions of Adults
Juthamas Haenjohn, Burapha University, Thailand
Warakorn Supwirapakorn, Burapha University, Thailand
Ketsara Noimanop, Burapha University, Thailand
Tanida Julvanichpong, Burapha University, Thailand

The purposes of this research were 1) to study healthy brain and mind application (HBM app.) that can enhancing cognitive functions of adult, 2) to study the adults’ satisfaction and opinion on HBM app. to develop cognitive functions and being healthy adults. The informants were 22 adults’ experimental group who willing to participate in this research project. The data was collected through the satisfaction questionnaire and semi-structured interviews and analyzed by content analysis. The research results revealed that, 1. The HBM application composed 3 parts: Part 1: the general information and defining valued, goals and committed actions based on Acceptance and Commitment Therapy (ACT). Part2: brain health training via 4 activities and mental health training via 3 activities Part3: daily records of healthy lifestyles for 1) physical health via eat good nutrition, sleep well and 30 minutes exercise 2) relationships activities of each day and 3) daily money plaining and expense. 2. The adult’s opinion on the HBM applications. The thought that the HBM application could help them for enhancing cognitive function and mental health, including the guideline for taking the committed actions in line with the life values of being healthy adult and being healthy aging after retirement.
In ensuring quality and excellence in academic institutions like SUCs, it is highly imperative to identify the demands and needs of the students. The ultimate goal of the study was to describe the educational service quality along the five SERVQUAL dimensions: tangibility, assurance, reliability, responsiveness, and empathy in state universities and colleges in Bicol Region from student's perspective and their impact on student's satisfaction. The data were gathered in 2021 using a modified questionnaire on the extent of educational service quality and the level of satisfaction. Using the stratified sampling method, there were 353 students' respondents identified. Convenience sampling techniques were used to determine the distribution of respondents. Results were treated statistically using mean, analysis of variance, and Tukey test. Findings revealed that educational services along assurance, empathy, reliability, and responsiveness were provided excellently, while tangibility was provided moderately. There was a significant difference in the service quality in the five SERVQUAL dimensions offered by different SUCs. The relationship was statistically significant between the provision of service quality in SUCs and the students' level of satisfaction along SERVQUAL dimensions. The students in all the SUCs except SUC A were very satisfied with the educational service quality. Generally, the students were satisfied with the services provided to them by SUCs in Bicol Region.

Indri Islamiati, Gadjah Mada University, Indonesia
Marzuki Marzuki, Gadjah Mada University, Indonesia
James Leonard Mwakapemba, Yogyakarta State University, Indonesia

The Indonesian Ministry of Education and Culture issued a policy in the form of Circular Letter Number 14 of 2023 concerning Graduation Activities in Early Childhood, Primary and Secondary Education Units. This policy is a response from the Ministry of Education to the issue of injustice for underprivileged students. However, the policy has drawn pros and cons from the community because there are ambiguous, indecisive and unspecified wording. As a result, there are still loopholes for schools to be able to carry out graduation activities even though they are not required. This is an important concern considering that the implementation of graduation in Indonesia often involves considerable costs.

As a result, the issue of injustice arises for students who do not have sufficient financial capacity, and does not answer the current problems that need to be studied comprehensively. This study aims to look at the perceptions of various actors, including education policy observers, child development and education psychologists, 20 general public, 350 twitter netizens, and 20 parents of students. This research uses qualitative methods through observation, literature studies, and FGDs. Then the interviews were conducted through two stages, semi-structured interviews and continued with in-depth interviews. The results of this study gave birth to two policy recommendations. The first, graduation remains with the support of a cross-subsidy program. The second, graduation is replaced with a debriefing program and motivation for students to continue their further education.

Zach Peterson, Utah Valley University, United States
Grace Jordan, Utah Valley University, United States
Ronald Miller, Utah Valley University, United States

According to the World Bank, "Education is a human right, a powerful driver of development". While many organizations address education worldwide, there are some systemic issues they should be aware of and address: 1. Measurement and Evaluation: Many organizations do not systematically analyze educational outcomes or do comparisons with similar educational efforts to ensure their quality. 2. Structure: While students are the focus, often bureaucracy grows with more power and pay than the teachers doing the work, which alters incentives and outcomes. 3. Inertia: Often similar and competing schools require resources in a zero-sum situation, which can impede their ability to start and continue meaningful work. 4. Communication: An emphasis on sharing best practices with other, even competing schools, should be standard. 5. Redundancy: Issues surrounding funding competition, overlapping costs and duplicated efforts among rival schools use resources that could be set aside for students. 6. Longevity: Often there is a focus on building schools and programs, not on recruiting quality teachers who will be mentors and local supports. 7. Outcomes: There is a need for a culture of measurement and self-assessment among schools because there is a fear of poor performance and thus a lack of transparency. 8. Community Involvement: ensuring that the schools, education, programs, and teachers sustain the local communities and their goals. Overall, we provide an analysis of the challenges education efforts face worldwide and offer practical solutions to enhance their success and sustainability.
The article aims to 1. Analyzing the anti-corruption education curriculum in line with the National Strategy for Corruption Prevention and Eradication, Phase 3 (2017-2021), 2. Synthesizing the implementation of anti-corruption education curriculum in basic education institutions. The research methodology involves a combination of document analysis and in-depth interviews. Research has found that there are six approaches for implementing the curriculum in educational institutions: 1. Adding supplementary courses. 2. Integrating with the curriculum of social studies, religion, and culture. 3. Integrating with other subject areas. 4. Incorporating it into student development activities. 5. Organizing extracurricular activities. 6. Incorporating it into the school's lifestyle. The monitoring results from The National Anti-Corruption Commission (NACC) show that out of the 56,283 basic-level educational institutions, 54,529 (96.88%) have adopted the curriculum. Despite achieving significant quantitative outcomes in the effectiveness of the anti-corruption curriculum's implementation, qualitative dimensions remain inadequately addressed in the quest to construct a society resilient to corruption. Consequently, this article proffers a set of recommendations. It urges educational administrators to heighten awareness of the critical role played by anti-corruption education and advocates for mutual understanding among educators to minimize subject overlap. Schools are encouraged to provide resources, including media, equipment, budgets, and support for extracurricular learning. Educational administrators, teachers, and staff are called upon to set exemplary standards and foster a positive atmosphere, while schools are urged to establish collaborative networks with pertinent organizations, fostering both academic and managerial exchange.

The availability of time is same for everyone, but its value varies in different work structures, which affects the time use pattern of people differently. Around the World, time poverty is a widespread phenomenon that affects a large segment of people in every corner of the society, mostly; it is much visualized among the employees’ class due to their higher time devotion to paid and unpaid works, which reduces the time spent on self-maintenance activities. The present study tries to establish a relationship between various job places in the education sector and its impact on employee’s self-maintenance time. For this purpose, we have selected the Punjab state by stratified random sampling, the data has been based on primary and secondary sources collected from various educational institutions viz schools, colleges, and ITI's employees, for measuring the time poverty we use Foster–Greer–Thorbecke (FGT) Index. The results of the study showed that women are much more affected by time poverty than their male counterparts because of unequal distribution of unpaid work among male and females. In addition, the nature of job also affects employees' magnitude of time poverty, as it regulates the level of income which determine the time spent on various activities.

Education under war has always been a very hard enterprise to undertake. However, a paramount value of education and instruction have always stood as strong incentives to push people to strive and use other means at hand to provide their children with knowledge by maintaining alive the process of teaching. In fact, education stands mandatory for every individual to protect citizens from any kind of abuse, ill-treatment, and ignorance. In peace times, it is important to keep one's citizens educated to ensure harmony, social stability and to keep tight relations between people inside and outside the country's territory. Henceforth, the current paper attempts to shed light on how we can educate individuals in territories under the siege of war. It enquires into the following question: "to what extent does war negatively impact the process of education?" To address the aforementioned query, an exploratory research design has been applied with pertinent organizations, fostering both academic and managerial exchange.

This presentation will cover a number of related ongoing research projects. Working with Kenyan research partners, we have collected anonymously submitted notes and questions during reproductive health training sessions in rural communities and urban informal settlements throughout Kenya. These notes are coded and categorized to provide a searchable database to consult for online educational content creation and support for youth education trainers operating in East Africa. Using this grassroots approach to collect raw data in the form of anonymously written questions and concerns provides a direct opportunity to recognize how youths in the researched Kenyan communities make sense of their environments and circumstances. By developing a deeper and more nuanced understanding of the various social concerns and educational needs as reported and understood by teens and preteens living in diverse communities in Kenya, Japanese medical school students have been able to construct an online support program for self-directed reproductive health education. Utilizing a social constructivist approach and a critical analysis, responses to these collected questions are formulated with scientifically supported evidence-based content to not only develop agency in all participants and stakeholders but also provide reliable knowledge and insight to bolster the education and advocacy work of our partners in youth support and reproductive health education groups throughout East Africa.
This workshop is designed to empower educators with the essential tools and strategies they need to become proficient trainers. We will delve into skill transfer, workshop structuring, reflective practices, and ensuring practical relevance for peers.

Highlights:
- Transformative Training: Discover how to cultivate transformative training experiences that go beyond the ordinary. Explore curriculum design, lesson planning, and effective time management for creating engaging workshops.
- Reflective Pedagogy: Unlock the power of reflective pedagogy to transform your teaching and training methods continually. Foster a culture of continuous improvement and innovation in education.
- Experiential Learning: Engage in hands-on activities that vividly illustrate the transformative potential of effective teaching and training techniques. Gain insights into creating immersive learning experiences.
- Impactful Workshops: Uncover strategies to ensure your workshops have a transformative impact on fellow educators. Learn how to facilitate skill transfer and promote professional growth.
- Sharing Best Practices: Build the confidence to share your transformative expertise, fostering collaboration within the teaching community. Contribute to the collective transformation of education.
- Empower yourself to excel in the classroom while becoming a catalyst for transformation among fellow educators. Together, let's shape the future of education through the power of transformative training. Join me in this journey toward educational excellence and innovation. We'll work together to inspire and empower educators worldwide, contributing to a transformative shift in education.
This research aims to create a valid and accurate prototype of a basic passing technique skill test for basketball chest passes for elementary school students aged 11-13 years based on basic passing technique skill indicators for basketball chest passes. The method used is qualitative and quantitative development using the Brog and Gall development model with ten stages. The subjects in this research were SDN 3 Lemba, Soppeng Regency. In this study, upper class students aged 11-13 years were selected using cluster techniques. With the SPSS Version 29 program, data was analyzed using the normality test and homogeneity test. The results of the research showed that in large-scale tests, material experts were 80% of sports measurement test lecturers, 84% of media experts were tested by computer experts and 90% of licensed trainers were tested. With results of more than 80% in the three initial test stages, small scale tests and up to the large scale test stage, it can be concluded that development research is a new product in basketball sports measurement tests, especially basic deep passing techniques in the chest pass movement in children aged 11-13 years. Based on these results, it is stated that this prototype development test can be used and developed with good effectiveness and efficiency.

The biggest teaching problem that we have faced over the years is the weak ability of students in assessing risks because of the lack of causal information and practical cases. Students cannot truly perceive the importance of internal control knowledge to business management, which leads to their weak learning motivation. The purpose of this study focuses on developing teams for students that contribute to an improved understanding of the role of design thinking in the course “internal control and auditing”. Students can be brought into the company site to discover practical problems, collect useful information and then return to the teaching classroom to use internal control knowledge to solve the company's practical problems. The quantitative and qualitative study focused on the implementation of an interdisciplinary design curriculum and a problem solving method by a team of students in this class. Based on the development of feedback from a team of university instructors and experts, we would implement highly effective teaching practices that can improve teaching quality. This teaching practice research program explores whether this teaching method can effectively improve the affective effects (improving learning motivation and reducing learning anxiety) and cognitive effects (improving academic achievement) of students when taking internal control and auditing courses.

In response to the current challenges faced by the travel industry in the post-epidemic recovery of the travel industry and changes in the operating environment, this study is based on Chang & Chen's (2023) research on 7 job responsibilities and 46 items of knowledge that travel agent managers should have (K), 46 skills (S) and 11 attitudes (A) of competency's connotations. In order to further explore the order of the training needs of travel agent managers, this research uses the Questionnaire Survey to investigate 27 experts who have worked in the travel industry for more than 20 years and uses the IPA method for analysis. The results of the study found that. Experts recognize that the most important job responsibility of travel agent managers is risk management, the most frequently used is business management, and their priority training needs are [enhancement of high-quality customer service]. The most important competency's connotation of knowledge and the most frequently used one are [ability to develop tourism product features]; the most important competency's connotation of skill is [able to discuss key passenger service needs with colleagues], and the most frequently used one is [discuss common passenger service issues]; the most important competency's connotation of the attitude function and the most frequently used ones are [active], and the priority training needs skills are [commission and markup structure skills], etc. It is expected to provide a reference for travel agency managers to improve the design of professional training courses.
Art is inherently multimodal, whereas vocabulary learning is typically linguistically oriented. The intersection of these two domains presents insights into how language learning can be done multimodally. This study was conducted in an elementary art classroom at an international school in Japan. Data collected over a four-week unit focusing on stained-glass include videotaped classroom interactions, teaching materials, and students' artifacts. Through transmodal analysis, which traces and connects meaning extracted from artifacts and interactions, this study illustrates how core vocabulary and conceptual meaning migrates and evolves from teacher’s initial teaching to classroom interactions, and eventually to students’ multimodal meaning making. The analysis revealed that as meaning was re-configured from one artifact to another, students gained a deeper conceptual understanding and demonstrated progressive ability in incorporating the target vocabulary in discursive communication. Additionally, by following the trajectory of three students with different language profiles: (a) an English novice; (b) an ex-novice who became a fluent multilingual; and (c) a native English speaker, this study highlights that native speakers, just like novices, need instructional attention. A pedagogical implication of this study is the value of transmodal pedagogy in enhancing classroom equity. Methodologically, the study suggests viewing the interrelationships of modal representations as multidirectional and web-like, rather than linear.

Within the realm of Employee-Driven Innovation (EDI), current understandings of how EDI can be facilitated are rooted in extensive studies conducted in Western contexts, particularly in Nordic countries. While recent research has expanded to encompass Asian contexts, such studies remain scarce, making this study one of the few current endeavours to study the drivers of EDI in the Asian context and marks the pioneering exploration of EDI in Singapore. Beyond understanding how EDI can be facilitated in Asian contexts, this study also introduces an EDI assessment tool. While tools measuring EDI processes exist, there has been no previous attempt, to our knowledge, to develop a tool that comprehensively assesses how organisations fare on various personal and workplace factors crucial to the enactment of EDI. The theoretical and practical significance of such a tool is noteworthy. From a theoretical standpoint, it contributes to the burgeoning EDI literature of how EDI can be facilitated within an Asian context. On a practical level, it equips organisations with a valuable instrument to evaluate their performance in promoting EDI, laying the foundation for more inclusive and effective innovation strategies. By developing and validating this tool, the study aims to assist organisations in gauging their EDI promotion performance and, in turn, pave the way for enhanced innovation strategies that are both inclusive and effective.
Depression and anxiety lead the list of mental health issues worldwide; their manifestations affect daily life and school activities, and their symptoms significantly impact cognition, attention, and motivation. Thus, their presence in students can constitute an invisible disability. The challenging detection results in delayed intervention, leading to unfavorable outcomes for those affected. Therefore, the objective of this study is to characterize the presence of depression and anxiety as an invisible disability by estimating their prevalence in a sample of 200 students through the application of the Beck Depression and Anxiety Inventory. Important findings reveal that 14% of the sample corresponds to severe depression, 32.5% to moderate depression, with fatigue, feelings of sadness, loss of interest, and concentration difficulties being the most frequent symptoms. Among participants with depression symptoms, 10% consider it an invisible disability as it has affected their school performance. In this context, it is crucial to bring to light the impact of mood disorders on academic performance.

Siblings of children with a disability are an at-risk group for emotional and behavioral problems. This study investigates the effects of growing up with siblings with disabilities on typically developing siblings' perceptions, emotional well-being, and social interactions. Participants comprised 17 typical development children from different socio-economic backgrounds in Bangkok and Perimeter, Thailand. This qualitative research uses an interview-based method to examine the experiences, perceptions, and coping strategies of individuals who have siblings with disabilities. The findings of the study come with positive experiences in empathy, strong relationships, learning and growth perspective, and maturity than same-age peers. The negative experiences are limited attention, social and emotional impact, and lifelong support by the family, learning functional life skills, being productive despite the disability, being independent despite limitations, living with dignity despite the disability, addressing health and safety independently, experiencing belongingness and being included in the community, raising own family beyond limitations of disability and developing spirituality and trusting in God's provisions despite challenges of the disability. These findings were used to create a contextualization of wellbeing perceived by families as important for the wellbeing of their child. Also, it includes family initiatives that may foster and sustain their wellbeing over time, thus, enabling them to lead meaningful and fulfilling lives. The study also revealed that some family perceptions on wellbeing and ways that they foster wellbeing are culture-bound and inherent to the Filipino family and kinship.

Mental health (MH) is a major societal issue with an estimated annual global cost of $2.5 trillion (USD) (World Health Organization, 2016). As many MH problems onset during youth, early intervention is critical for addressing the longer-term impacts of poor MH. However, according to the Australian Medical Association (2018), MH and psychiatric care are "grossly" underfunded in Australia. One consequence of this is that school teachers are increasingly expected to perform frontline MH provider roles (Australian Government Productivity Commission [AGPC], 2020), despite little training or resources (Andrews et al., 2014). Schools have been positioned as a setting to conduct mental health work, given schools provide significant access (Kang-Yi, 2018) to the one in seven Australian youth experiencing mental health disorders (Lawrence et al., 2015). However, many pre-service teacher education programs do not explicitly address mental health training (Ohrt et al., 2020), which may not occur at all (Armstrong et al., 2019). This may explain why many teachers report low confidence to carry out roles in mental health care (Moon et al., 2017). Further, it is important to note that the role of teachers in promoting wellbeing and preventing mental ill-health has never been clearly articulated by Australian governments (AGPC, 2020). This presentation reports results from a pilot study examining community expectations of teacher roles in supporting rural students' mental health, will discuss a practical working definition of this role, and consider related curriculum developments including the use of online simulation to train teachers for this role.
The global prevalence of reading difficulties (RDs), estimated at 10%, has raised concerns, particularly regarding the preparedness of Early Childhood Teachers (ECTs) in the UAE for inclusive settings. This study aimed to provide ECTs with reading knowledge and skills through an Online Professional Development (OPD) initiative, specifically utilizing the MindPlay Comprehensive Reading Course. The 48 participants, comprising ECTs from Abu Dhabi and Dubai, displayed significant improvement across key reading areas, doubling their scores from pre- to post-intervention. Noteworthy modules covered in the program included phonological awareness, spelling development, phonics fundamentals, advanced phonics, fluency, grammar, vocabulary, and reading comprehension. The efficacy of the MindPlay Comprehensive Reading Course was further underscored by a positive correlation between participants' performances in the pre- and post-intervention phases, showcasing a considerable positive impact on comprehensive reading test scores. Participants' perceptions of the training were overwhelmingly positive, with commendations for engaging content, relevance, and overall satisfaction with the program. Open-ended responses highlighted the value participants placed on the comprehensive coverage, flexible online format, and their commitment to applying evidence-based methods. This study emphasizes practical and research implications, advocating for the adoption of OPD programs like MindPlay to enhance teacher readiness in addressing RDs and cultivating inclusive learning environments. The positive outcomes and unwavering commitment of participants underscore the pivotal role of such initiatives in reinforcing education and literacy support for students with RDs. The research also urges further exploration of the impact of OPD on educators' knowledge and skills, advocating for continued scientific research in this field.

The Strategic Communication Master of Science Degree Program in the School of Professional Studies at Columbia University offers three paths of study which have the same seven core requirements: Strategic Communication Management, The Compelling Communicator, Digital Communication Strategy, The Authentic Leader, Digital Media & Analytics, Communication Research & Insights, and Capstone. Based on student evaluations of teaching, post-program surveys, and direct feedback from students and alumni, the Strategic Communication curriculum has performed reasonably well. However, there is opportunity to further globalize the curriculum to meet the needs of a rapidly evolving profession (e.g., redeveloping core courses, considering distribution requirements, designing potential electives). This study investigates the Strategic Communication core curriculum from a mixed methods approach: an online, quantitative survey of alumni and current students and in-person, qualitative focus groups with recent alumni. In order to interpret key findings to better understand the needs of students and the demands of industry, an analysis of the data is performed. Findings from the research indicate that with a more globalized curriculum the Strategic Communication Program at Columbia University could well achieve pole position in the domain of professional graduate education.
As public speakers, educators use their voices daily in a projected and substantive manner which requires coordination and care. Over 38% of teachers report that teaching has an adverse impact on their voice, and 39% of those had cut back teaching activities as a result (Smith et al.). In fact, prolonged talking using a less than optimal style can lead to vocal fatigue, and this misuse can involve extreme laryngeal muscle tension in the absence of pathology (Hirano.). Fortunately, scientists have sourced the music studios of respected professional voice teachers to determine which exercises are the most effective for strengthening the voice, and have provided physiologic justification for the employment of these exercises (Titze.). In order to maintain a vibrant teaching career, it behooves educators to be informed and proactive about their personal vocal health. Simple vocal exercises can help public speakers preserve their voice and gain confidence in projection and dynamic speech patterns. Using the framework of Vocology—the science and practice of vocal habilitation, the presentation will introduce the basic anatomy of the voice and the physical co-ordinations involved in speech and projection. Attendees will learn the fundamentals of vocal hygiene, and will participate in a five-minute vocal warm up routine designed to build and maintain a healthy projected speaking tone.
This study aimed at seeing the EYL Teachers’ ability to pronounce English words. This research was conducted in an elementary school in Northern Mindanao, Philippines. Among the challenges of online learning due to the pandemic, traditional individual assessments fell short of fostering a deeper understanding of writing errors. This research investigates whether peer feedback can serve as a powerful pedagogical tool for improving students’ grammar, punctuation, and capitalization in written paragraphs during the post-pandemic period. A quasi-experimental design was implemented in one class, with pre- and post-intervention assessments using holistic scoring to gauge writing skills. The intervention involved structured peer feedback sessions, in which students collaboratively critiqued and discussed paragraphs using specific language criteria. A post-intervention assessment mirrored the initial one, with paired sample t-tests conducted for statistical analysis. The findings indicated significant improvement, with 80% of students scoring between 11 and 15 out of a perfect score of 15 after the intervention, indicating enhanced proficiency in writing competency. This progress suggests that peer feedback is crucial in linguistic development, signifying improved proficiency in the writing competencies targeted. The shift toward peer feedback has not only improved scores but has also promoted student awareness of their linguistic choices, suggesting a sustainable model for language acquisition that extends beyond traditional assessment. Anchored in the context of a pandemic-impacted learning environment, this study contributes innovative insights into peer-based assessment methodologies, underscoring their potential to enhance elementary language education even in distance learning settings.
Researchers have been examining educational resources and content to enhance and support learning experience. As technology continues to transform the way we learn and access information, digital learning materials have become increasingly popular in modern education. However, to ensure the quality of digital learning materials, there is a need to explore them in different aspects. This study was conducted to determine the effects of various types of digital learning materials on students’ academic achievement using subject (Biological Sciences, General Science, Physical Sciences), grade level (kindergarten, primary, intermediate, secondary), and length of exposure (1-3 weeks, 4-6 weeks, 10-12 weeks) as moderator variables. A total of 14 studies was considered involving 789 students from kindergarten to junior high school. Results show that the overall effect size was found to be very large (g = 1.775) with a 95% CI. Likewise, subgroup analyses reveal very large effect size for subject (g = 1.516, p<0.025) and length of exposure (g = 1.471, p<0.025) while huge effect size for grade level (g = 2.241, p<0.025). It was also found that using digital learning materials and learning achievement in science have a significant positive correlation (tb = 0.51, p<0.05). This meta-analysis underscores the highly pursued benefit of using digital learning materials which is enhancing students’ learning achievement. The implications of the study include that for digital learning materials to be more effective, their design and implementation must consider interaction among learners, integrate challenges but not as prerequisites, include various types, and account for attractiveness and multisensory learning.
In South Africa a shift is taking place towards inclusive education that emphasises a diversification in learning and teaching possibilities. One such example is the inclusion of blended learning models in course design, as well as the use of technological aids in classrooms. In this study I aimed to create a blended language learning program for deaf language learners of Afrikaans. The blended language learning program relies on Gibson’s (1977) theory of affordances in designing an effective blended language learning program that is relevant to the needs of deaf language learners. I also use the task-based approach in the practical design of lessons and structures. The goal of this study is to combine blended learning and language acquisition by using the task based language learning framework and affordance theory as starting points. The research is qualitative by nature and follows a descriptive research methodology. It aims to define affordances in Afrikaans language acquisition settings by looking at a variety of contributing factors such as technology, education, and language learning models. The blended language learning program is thus designed from this theoretical knowledge gained. My findings suggest that affordance theory is an appropriate theoretical framework from which to design an Afrikaans second language course for deaf language learners as it provides opportunities to develop listening, reading, and writing skills in the target language, namely Afrikaans. This statement is also supported by the design of the blended language learning program.

Ahmad Zamri Mansor, Universiti Kebangsaan Malaysia, Malaysia
Nurwina Anuar, Universiti Kebangsaan Malaysia, Malaysia

This study focused on elementary school students in the middle to lower grade levels (Age 6-9) who were part of an after-school English program in Pingtung County, Taiwan. The aim was to investigate the impact of English vocabulary game-based instruction on their English speaking and reading abilities. Employing an experimental research design, this study conducted a one-semester experiment with weekly 30-minute sessions. The students were divided into an experimental group (receiving vocabulary game instruction) and a control group (receiving traditional teaching methods). The research problems are: (1) Analyze the effectiveness of English vocabulary game-based instruction in improving students’ English-speaking fluency and expressive skills. (2) Evaluate the impact of English vocabulary game-based instruction on students’ reading comprehension, vocabulary recognition, and reading fluency. The results revealed that English vocabulary game-based instruction significantly enhanced students’ English speaking and reading abilities. The experimental group exhibited substantial improvements in speaking fluency, expressive skills, reading comprehension, vocabulary recognition, and reading fluency. In summary, this instructional method not only ignited students’ learning interest but also exhibited promise for enhancing their language skills. This study recommends future research that delves deeper into the long-term effects of vocabulary game-based instruction in English classrooms and explores potential differences among students of varying age groups. These findings can provide valuable insights for curriculum and instructional design.

Ching-wen Kao, National University of Tainan, Taiwan

The aim of this research is to conduct a thorough examination of the correlation between self-efficacy, learning styles, second language motivation self-system (L2MSS), and Chinese as a second language (CSL) learner. By doing so, the study seeks to uncover the collective impact of these factors on the Hanyu Shuiping Kaoshi (HSK) examination scores. Approximately, 250 CSL learners hailing from various countries spanning five continents, both within and beyond the borders of China. The Second Language Motivation Self-System Scale (L2MSS), the Chinese as a Second Language Self-Efficacy Questionnaire (CSSEQ), and the Perceptual Learning Style Preference Questionnaire (PLSPQ) will comprise the questionnaires utilised in this cross-sectional study. A moderating variable in the relationship between L2MSS and HSK examination scores is hypothesised to be self-efficacy. Moreover, it is expected that varied learning approaches will have distinct impacts on HSK achievement. Motivation is an essential affective component that maintains the zeal of individuals acquiring a second language and ultimately dictates the outcome of their educational journey: success or failure. Furthermore, self-efficacy, which pertains to an individual's conviction in their own ability to successfully execute particular behavioral duties, is a substantial predictor of language proficiency. This research placing significant importance on the complex interaction that exists among students' learning styles, motivation, and self-efficacy is vital in comprehending the multifaceted mechanisms that underlie the results of language examinations. Moreover, it provides a novel outlook on the development of personalized pedagogical approaches, with the intention of enhancing the progress of individuals learning Chinese as a second language.

Wang Yan, Universiti Kebangsaan Malaysia, Malaysia
Nurwina Anuar, Universiti Kebangsaan Malaysia, Malaysia
Ahmad Zamri Mansor, Universiti Kebangsaan Malaysia, Malaysia

This presentation shares the findings of a qualitative study that investigated the incorporation of multimodal texts into English Language lessons. The study was motivated by the evolving literacy landscape and the growing recognition of the importance of multiliteracies in English Language syllabuses. Using an observation-intervention-observation design, the research focused on three Grade 7 English Language classes to gain insights into teachers’ experiences. The study included classroom observations, a collaborative intervention phase where teachers explored various ways to incorporate multimodal texts into their teaching, and interviews. The presentation highlights the voices of the teachers, sharing their perceptions, reflections, and challenges encountered while implementing the new units of work. Among the obstacles identified were the necessity for teachers to update their content knowledge to negotiate multimodal texts confidently and to use them in their lessons. A well-structured framework for understanding multimodal texts was also identified as essential for delivering lessons with clarity and impact. Additionally, the presentation underscores the importance of professional development initiatives in supporting educators’ growth and promoting effective multimodal teaching approaches. The findings reveal crucial components needed for successful integration of multimodal texts in English Language education: continuous updating of content knowledge by teachers, development of a robust framework for comprehension, and dedicated time for exploring diverse pedagogical strategies. Empowering teachers with these tools and opportunities for exploration will lead to enriched learning experiences, preparing students to thrive in an interconnected and dynamic world of education.
Digital technologies are being updated to fit new opportunities and demands as the digital world evolves rapidly. Consequently, those who do not participate in digital activities may find it difficult to communicate with the sophisticated current digital community, resulting in a variety of disparities, including digital and economic inequality. This study examines the impact of digital literacy on the total income of Sri Lankan individuals, considering several demographic factors. The results indicate a significant and positive relationship between digital literacy and the total income of Sri Lankan individuals. The logit model revealed that digitally literate individuals are more likely to belong to the high-income cohort. This association is more prevalent among Sinhala and never-married individuals, permanent employees, and older and more educated individuals in the urban sector. The examination of the combined effect reveals that many demographic factors, including age, gender, residential sector variables, and digital literacy, combinedly exert a significant impact on the total income of individuals in Sri Lanka. Findings will assist decision-makers, policymakers, and the government in addressing key issues, including affordability and connectivity, in order to narrow the access gap; lack of digital skills among various cohorts in society; including the younger generation, females, and older adults, to mitigate the skills divide; and less knowledge to reap the offline benefits from online activities. Ongoing and prospective initiatives aimed at enhancing digital participation should prioritize the reduction of disparities, including digital and income inequalities, across different social clusters, with the ultimate goal of attaining sustainable development.

In the continuously evolving landscape of work, the concept of a fixed physical workplace dissolved as the idea of work transformed into a fluid concept. This transition paved the way for opportunities within the gig economy, millennials, desiring flexibility, embraced freelancing and short-term engagements over traditional employment. The workforce's transformation in the digital age is marked by technological advancements and challenges catalyzed by the COVID-19 pandemic. As the world approaches Industry 4.0, understanding its impact on human labor becomes imperative. Challenges like cyberloafing and gig work's rise beckon further exploration. Striking a balance between technology and human interactions is vital for creating competitive digital workplaces. Research question: How does integrating digital technologies impact the skill requirements and work dynamics of the future workforce? Research Objectives: i. Identify digital technologies shaping the future workforce. ii. Analyse how these technologies influence demand for essential skills. iii. Explore changes in work dynamics and organizational strategies in response. Research Design and Methodology: Employing a deductive approach, hypotheses derived from the research question will be tested. ADANCO, a variance-based structural equation modelling, will be utilized for modelling latent variables and accounting for measurement errors. Significance and Research Scope: Data collection spans diverse populations – students, workers, and the self-employed. This research aims to provide invaluable insights for organizations seeking to thrive in the dynamic future of work by addressing the gaps in skills and work dynamics.

Sustainable education (SDG4) has the power and the potential to enable the achievement of all other UN Sustainable Development Goals (SDGs). By shaping knowledge, skills, attitudes, values, and ethics of future leaders, higher education has a crucial role (and responsibility) in driving the future impact on the economy, society and the environment. In order to provide contribution to societal and environmental challenges, the educational approach needs to embrace: applied research, problem-based approach, integrative and systems thinking, interdisciplinary structure, multi-stakeholder partnerships and collaborative learning. Innovation and transformation of higher education on multiple levels (program, university, national educational system) are necessary to ensure that it can take up a transformative role. Using multiple case study method, participative research and multiple data collection methods, over an extended period of time, two innovative educational practices, taking place at different levels of the educational system in the Netherlands, are presented, analysed, compared and discussed. Using adaptive systems theory and analytical framework based on it, as well as the principles of innovative and sustainable education, paper provides the analysis of motives, processes, barriers and impacts of two educational innovations. Even though both innovations breath the very principles of sustainable education the lack of support and vision from leaders and decision makers are observed as important barriers. Paper sheds light on how transformation towards sustainability occurs and contributes to the analytical framework for assessing and guiding educational innovations towards sustainability. By sharing the learnings, paper also aspires to inform and inspire similar practices.
In an era characterized by digital transformation, global upheavals, and the emergence of groundbreaking technologies, many students face an entirely novel set of challenges. These challenges necessitate an adapted skill-set to thrive in professional domains marked by ambiguity, complexity, and uncertainty. Furthermore, the profound significance of mental well-being looms large as students strive to align with their career trajectories. While the Covid-19 crisis has amplified this discourse, steering universities’ focus toward seamlessly integrating soft skills and mental health support into curricula, there persists a degree of hesitancy in translating these intentions into classroom practice. This presentation delves into the profound impact of programs that offer robust mental health support. It delves into how formats dedicated to holistic well-being have positive effects on students’ development of soft skills - encompassing critical thinking, problem-solving, collaborative finesse and resilience - attributes heralded as indispensable in the future professional workplace. The presenters will spotlight distinctive educational approaches having been successfully implemented within a German university. They will explain the process of onboarding new students onto a comprehensive mental health program, skilfully interwoven with scientific methodologies and soft skill cultivation. By offering both, an interactive presentation and a discussion segment, in which participants can share the specific problems they face in this context to prepare students for the future workplace, an inspiring idea-set of practical approaches and innovative formats will be derived.
Instructional quality is essential for improving learning. However, instructional practices may have different effects, and most teaching practices in low- and middle-income countries (LMICs) are from the West. This research focuses on seven LMICs (Cambodia, Ecuador, Guatemala, Honduras, Paraguay, Senegal, and Zambia). Its objectives are (1) to examine the extent to which theoretically and empirically "approved" dimensions of teaching quality (classroom management, supportive classroom, and clarity of instruction) are associated with learning mathematics and (2) to explore differences in the association by student gender and socioeconomic status (SES). The research employs PISA for Development (PISA-D) data that it analyzes using a three-level Hierarchical Linear Modeling (HLM). Findings suggest that disciplinary climate is positively associated with mathematics in four countries and is not associated with this outcome in three. However, this association varies by student SES and gender. A supportive classroom is negatively associated with mathematics in five countries and not associated with this outcome in two. However, this association varies by student SES and gender in three countries. Clarity of instruction is negatively associated with mathematics in four countries and not associated with the outcome in three of them. However, the association varies by student gender and by student SES in three countries. Different teaching approaches may have different impacts, but student gender and SES may mitigate these impacts.

This narrative inquiry study aimed to understand, investigate, and interpret experiences of physics teachers when using virtual simulations. The participants were chosen using purposive sampling techniques. The data was gathered through an initial survey and face-to-face interviews that followed an interview protocol. Creswell's data analysis and interpretation were used to generate themes from the verbatim transcripts of participants. Five themes emerged from their experiences: First, Novice Explorers, which shows the teachers' ability to explore the virtual simulation. Second, essential and efficient strategy, indicates that teachers have found that using simulations with students is a good teaching strategy in which students actively participate in the teaching and learning process. Third, the challenges of utilizing simulation, which points out the difficulties that physics teachers face when using simulations. Fourth, externalizing difficulties, shows how teachers manage the challenges they encounter in employing virtual simulation in the classroom. Lastly, unexpected outcomes and delightful stories, outlines the positive outcomes and realizations of teachers with the simulation. The findings provided insights for the basis of the matrix of activities for the in-service training workshops for secondary teachers. To conclude, teachers needed in-service training that would enhance the values and technology integration inside the classroom to properly implement the virtual simulations and improve their knowledge and skills. Given the limitations of this qualitative study, quantitative research is recommended as the next step in developing a comprehensive intervention to assess the effectiveness of virtual simulations in the teaching and learning process.

This paper aims to present students' perceptions towards the use of the Airbus Competence Training (ACT for Academy) software package for aviation modules in the Institute of Technical Education (ITE), Singapore. The Kolb's Experiential Learning framework was used to assess their learning experiences. The research evaluated the four stages of the framework: Concrete Experience, Reflective Observation, Abstract Conceptualization, and Active Experimentation and assessed what impact the training software in conjunction with the Aerospace Avionics Program would have on their learning engagement. The overall hypothesis: Engaging in learning/training with the ACT for Academy will lead students to undergo a positive experiential learning across the four stages, ultimately resulting in enhanced learning outcomes and the development of new ideas or the modification of existing ones. The study employed a standardized 5-point Likert scale survey instrument to evaluate and analyze the perceptions of 126 students enrolled in the Program. The empirical findings suggest that activities derived from 'ACT for Academy' based on the Kolb's framework are more likely to increase students' interest and competency (mean = 4.0/5.0). For example, students had the opportunity to encounter a holistic cycle of learning such as gaining practical experiences, evaluating their perceptions of what they have learned, forming new knowledge and considering avenues to apply this knowledge in other contexts. The findings would allow ITE to explore new aviation training programs utilizing the state-of-the-art learning platform and promoting innovative pedagogies to prepare the next generation of learners on modern aircraft technology.

Nonlinear Pedagogy, underpinned by Ecological Dynamics, focuses on encouraging exploratory learning and an emphasis on acquiring individualized movement behaviours. In the last decade, practitioners and academics have increasingly embraced the ideas and design principles that support Nonlinear Pedagogy in supporting learners to enhance physical literacy. However, little is known about the relevance of professional development for Nonlinear Pedagogy among practitioners such as PE teachers. In this presentation, findings from an empirical study would be shared to examine the impact of a professional development programme on enacting the knowledge and enactment of Nonlinear Pedagogy in Physical Education in the Singapore context. The focus of the professional development programme was to encourage the transformation of practice (teaching and learning) to support greater exploratory and adaptive learning for students. Implications on the use of a learning and evaluation tool to examine nonlinearity in practices will also be discussed in this sharing.
Finding the correct style of classroom leadership that would best suit an English writing class for a multiethnic group of students studying for the first time in a Canadian university was a highly contemplated task. The aim was to inspire students to work together and learn both written and oral skills which could challenge the high achievers but not demotivate students with less experience. Teaching first year writing courses through an Ethics of Care lens could improve not only the classroom dynamics, but also the peer tutors who assisted in their studies. The overarching conceptual framework focused on transformative instructional leadership, student-centred learning, and most importantly Noddings’s theory of ethics of care showed it to be the best learning model to aid learners from a variety of backgrounds. Interpretive analysis was employed using data collected from surveys, interviews, and formative feedback to identify common themes in participants’ reported experiences. The results revealed positive impacts on overall motivation and understanding of motivational caring, student-centeredness, and lesson connectivity. Positive social change through this writing program will contribute to the development of a Higher Education Institute framework, allowing for more effective teaching and learning that may be used in the new hybrid-focused classrooms.

Towards an Automated Scoring System for Paragraph Writing in Pre-intermediate English Learners: A Methodological Approach to Constructing Content-Quality-Specific Learning Models
Kaoru Mita, Jissen Women's Junior College, Japan
Atsuko Shimoda, Jissen Women's Junior College, Japan

The development of ICT and AI has brought about significant changes in diagnostic tests that measure English writing ability. Numerous practical systems already exist for administering writing tests in certification examinations. Similarly, in entrance examinations, automated scoring systems are being introduced sequentially. Automated scoring systems are also gaining attention in the field of education. Historically, educational institutions have often avoided writing tests due to the human and time resources required for scoring. The implementation of an automated scoring system carries the advantage of reducing the human and time costs. However, various studies that have endeavored to introduce automated scoring reveal that the computer's assessment does not invariably align with human evaluation. Consequently, neither educators nor learners consistently place trust in the evaluations and feedback furnished by the automated scoring system. We developed an automated scoring system for evaluating the quality of content in writing tests on a specific theme. This system was implemented in a required English course for first-year junior college students. Utilizing data from past writing tests and teacher evaluations, we input the information into a cloud-based AI system. Through supervised machine learning, the system was able to score the texts at four distinct levels. Subsequently, writing tests for the required English course in Academic Years (AY) 2022 and 2023 were evaluated, and the concordance rate between the automated scoring system and the teacher's evaluation was examined.

Metawriting: Empowering Students to Uncover Their Knowledge of Writing
Madeleine Mejia, California State University Fullerton, United States

This qualitative study investigated the influence of Metawriting, or “writing about writing,” on fifth-grade students’ knowledge of writing and proficiency in composing informative essays. Using a Think-Talk-Write model, students explored their existing writing knowledge and experiences, analyzed their essays using genre-specific tools, and discussed their insights with peers. Students kept a Metawriting journal to document their self-assessment experiences, capture their observations and create writing goals. An analysis of the data revealed that the iterative process of the Think-Talk-Write model to teach Metawriting guides students through well-defined stages, enhancing their metacognitive declarative, procedural, and conditional knowledge of writing. By thinking, talking, and writing about their writing, students became more aware of who they are in the writing process, enhanced their knowledge of informative text structures, and exhibited increased self-regulatory skills.
Wednesday Onsite Parallel Session 1

Learning Experiences, Student Learning & Learner Diversity
Session Chair: Kari Krell

09:15-10:00 | Room 707

76774 | Learning Empathy in Non-design Disciplines
Yating Li, The Hong Kong Polytechnic University, Hong Kong
Henry Ma, The Hong Kong Polytechnic University, Hong Kong
Elaine Wong, The Hong Kong Polytechnic University, Hong Kong
Shen Qianhui, The Hong Kong Polytechnic University, Hong Kong

Empathy is a crucial element of design thinking. Today, not only design students but an increasing number of non-design students are being introduced to the principles of design thinking. However, due to their diverse training backgrounds, non-design discipline students often encounter challenges when learning design thinking, particularly in understanding empathy. Few empirical studies have explored the learning experiences of non-design discipline students regarding empathy in Chinese higher education. This article aims to investigate how non-design discipline students learn and comprehend empathy in Chinese universities. This research selects two groups of non-design discipline students from two project-based design courses at universities in mainland China. Group A consists of students with a social science background, while Group B comprises students with an engineering background. These students are new to project-based design classes. Data is collected through semi-structured interviews and documentation. Group A involves six students, while Group B includes five students participating in interviews. Additionally, interviews with their teachers provide insights into their learning experiences. Documentation encompasses teachers’ teaching materials, students’ design projects, and related design learning materials. Thematic analysis is employed in this study. This research explores the significance of empathy in helping non-design discipline students grasp the essence of design. When teaching design to students in non-design disciplines, empathy serves as the foundation for achieving a genuine understanding of design. Learning empathy influences non-design discipline students, encouraging them to engage in real-life observations for inspiration in their design work and prompting them to question their assumptions throughout the design process.

10:05-10:30 | Room 707

79206 | The Impact of Community Engagement Within a Learning Community on Students’ Positive Development
Atara Sivan, Hong Kong Baptist University, Hong Kong

Positive youth development recognizes the importance of addressing students’ broader developmental needs through community engagement and empowering experiences with adults. This paper reports on a project involving secondary school students’ engagement in a learning community, alongside university students and older adults. Students were empowered to take an active role in planning and implementing a series of activities while being mentored by university students. A total of 161 students from eight schools took part in the project over a two-year period. Students’ feedback was collected through a questionnaire survey and focus group interviews. Results showed that students developed a better understanding of others and were able to learn from and work with other participants in the community. Moreover, they indicated improved self-reflection, enhanced organizational skills, and a strong sense of community engagement. The focus group interviews further attest to the positive impact of the project on students’ personal growth. Apart from acquiring knowledge and transferable skills, students felt empowered and demonstrated changes in values and attitudes towards others and the community. These findings highlight the significance of involving students in learning experiences within the community and providing them with opportunities to undertake leadership roles in safe and supportive environments. This project underscores the importance of fostering community engagement among students and creating learning environments that facilitate their holistic growth.

10:30-10:55 | Room 707

77632 | Trauma-Informed Design and Pedagogy in Higher Education
Kari Krell, MacEwan University, Canada
Katy Campbell, University of Alberta, Canada

This case study examines post-pandemic teaching and learning experiences, utilizing narrative inquiry as its primary method to comprehend how individuals construct their identities through storytelling. Casey (1996) describes narrative inquiry as a way to defy “the forces of alienation, anomie, anhumanization, authoritarianism, fragmentation, commodification, depreciation, and dispossession” (p. 5) making it a powerful tool to understand the trauma experienced by our participants. Narrative inquiry is a collaborative, politically charged, and feminist-rooted approach that defies societal forces, enabling the exploration of trauma experienced by learners in higher education institutions. This study also delves into the long-lasting impact of trauma on the human brain and mental health. It investigates faculty members’ comprehension of trauma and the creation of trauma-informed learning environments in line with existing research. Additionally, it explores educators’ perspectives within the faculty on how trauma influences students’ learning experiences. This research contributes to our understanding of trauma’s role in higher education and its potential lifelong consequences, highlighting the significance of narrative inquiry as a sense-making tool and identity-shaping process in the context of teaching and learning.
In response to the COVID-19 pandemic, the Ministry of Higher Education in Malaysia issued various directives for higher education institutions (HEIs) to follow. These directives are mostly general and therefore lead to differences in COVID-19 crisis management plan. The importance of a well-designed and properly implemented crisis management plan is highlighted as it minimises disruption to service delivery, which affects academic quality and perception of students, especially regarding their motivation and experience as a student. This paper investigates how academic quality and students’ perception are affected by implementation of crisis management plans in HEIs. Using a structural equation modelling approach, data from students in various HEIs in Malaysia are analysed to explore the relationship between crisis management plan implementation and student constructs. Based on the findings of these analyses, this paper aims to contribute by providing a suggestion of possible improvement on the existing system on the design and implementation of a crisis management plan that is beneficial for students in the event of a crisis and enhancing the resilience and adaptability of the higher education system in the face of unforeseen challenges.

Yale-NUS College, a small liberal arts college founded in 2013 as a partnership between Yale University and the National University of Singapore (NUS), is one amongst hundreds of higher education institutions that can be categorized as forms of cross-border higher education (CBHE) or international branch campuses (IBCs). As Yale-NUS College is coming to its close in 2025, it represents a unique case study for examining the factors that initially attracted students to Yale-NUS and the policies and programs that remain significant to students and alumni. This study is framed through primary research questions: (1) What generates the ambassadorial spirit of Yale-NUS students? (2) To what extent is this phenomenon unique to Yale-NUS, or replicable elsewhere? Drawing upon extant literature on internationalization-at-home and international student mobilities, as well as mixed-method and discourse analysis of marketing materials, interviews with key faculty and staff, and a survey of students and alumni, this capstone identifies an “ambassadorial spirit” in students whereby they strongly identify with and act as representatives of the College in order to improve brand reputation in Singapore and globally. This ambassadorial spirit is formed through the selection of particular traits in the admissions process, the common experiences that bond students, and students’ interactions with the institution of Yale-NUS College. Altogether, this paper aims to distill the “Yale-NUS experience” into lessons for higher education institutions aiming to generate a strong community identity and student buy-in.

There are many factors that influence students’ success and retention at the university. For new students, beginning at the university can be just as overwhelming as it is for new members. There are many things that a first-year student needs to adapt, learn, and adjust to within their first few days, weeks, and months at the university – from how to choose friends, manage their time, study, and attend classes, to where they need to get students’ support and advice. Based on the findings of these analyses, this paper aims to contribute by providing a suggestion of possible improvement on the existing system on the design and implementation of a crisis management plan. Based on the findings of these analyses, this paper aims to contribute by providing a suggestion of possible improvement on the existing system on the design and implementation of a crisis management plan. This paper investigates how academic quality and students’ perception are affected by implementation of crisis management plans in higher education institutions (HEIs). Using a structural equation modelling approach, data from students in various HEIs in Malaysia are analysed to explore the relationship between crisis management plan implementation and student constructs. Based on the findings of these analyses, this paper aims to contribute by providing a suggestion of possible improvement on the existing system on the design and implementation of a crisis management plan.
13:05-13:30
Unlocking Silent Histories: Exploring Educational Initiatives for Cultural Revitalization and Inclusive Indigenous Practices
Donna DeGennaro, University of North Carolina, United States
Dana Holland Zahner, University of Colorado, United States
This paper demonstrates the transformative program Unlocking Silent Histories (USH) initiative implemented in Guatemala and Peru. The focus is on USH's pioneering efforts to integrate indigenous narratives into the educational landscape. In these countries renowned for cultural richness, this project is at the forefront of bridging historical silences, engaging Indigenous communities in the co-creation of educational content that reflects their untold stories and traditional wisdom. Utilizing participatory research, video ethnography, and digital storytelling tools, the initiative not only documents previously overlooked histories but actively involves communities in the preservation of their cultural heritage. This paper explores the impact of Unlocking Silent Histories on community empowerment, educational inclusivity, and the preservation of Indigenous wisdom. Through qualitative analysis and real-world examples, the study highlights the program's effectiveness in fostering a more culturally sensitive educational environment. By presenting the Unlocking Silent Histories initiative as a model for inclusive education, this paper contributes to the ongoing dialogue on international development and education. It emphasizes the importance of acknowledging and integrating historically marginalized peoples and perspectives within formal educational frameworks, fostering a more equitable and culturally enriched society. The insights gleaned from this case study offer valuable considerations for educators and policymakers seeking innovative approaches to inclusive education on a global scale.

13:30-13:55
The Environment for Rod Puppet Performance in Thailand from 2014–2023
Ratchaneekorn Ratchatakorntrakoon, Chulalongkorn University, Thailand
The research for this paper aimed to explore the environment for rod puppet performances in Thailand from 2014-2023. Rod puppet performances were analyzed by examining the existence of various troupes and the occasions such troupes hold performances. Rod puppet troupes can be classified into three types: 1) traditional folk rod puppet troupes; 2) contemporary rod puppet troupes and; 3) applied rod puppet troupes. The occasions for which rod puppet performances are held indicate that the functions of such performances has shifted from entertainment to a form of cultural heritage that needed to be preserved. Losing the function as entertainment has had a significant impact on traditional folk rod puppet troupes in that they are no longer hired to perform, thus many have disbanded. Whereas, contemporary rod puppet troupes have revamped their puppet performances to be more interesting by adjusting the method to present the puppets, expanded the stories used for performance and used special techniques in puppet shows. This has provided the opportunity to perform on special occasions, for example, royal funerals, the royal coronation ceremony of the king, as well as other kinds of performances, such as khon-masked dance plays and lakorn classic dance plays As for applied rod puppet troupes, which includes puppetry clubs in schools and universities, such troupes have adjusted the functions of the puppets to present local or cultural content of each community and, thus, have been able to perform more constantly.
Language learning, especially in its early stages, has been associated with right-brain practices. However, the utilization of visual culture to enhance these practices and promote language knowledge retention remains underexplored. This study investigates the role of right-brain processes through visual culture in early-phase language learning, with a specific focus on teaching Maltese as a second language (ML2) to adult learners. Employing a qualitative research methodology, a focus group of twenty-seven teachers was engaged to explore diverse visual culture practices applied in language classes. Thematic analysis in NVivo was employed to analyze the data collection.

The study reveals a range of visual culture practices, such as drawing, sketching, matching games, orthographic mapping, the memory palace approach, wordless picture books, picture-based learning methods, infographics, the Face Memory Game, Spot the Difference, Word Search Puzzles, the Hidden Object Game, videos, the Shadow Matching, Find the Differences, and colour-coding methods, which are used with Primary, Middle, and Secondary school students. These practices offer promising opportunities for MLP classes that could be used with adult learners, presenting valuable recommendations for incorporating specific visual culture techniques to facilitate language learning and elevate essential language skills and competencies. By unlocking the potential of visual culture, educators can enrich the early-stage ML2 learning experience and empower adult learners to achieve greater proficiency in the Maltese language.

Translanguaging is crucial for fostering student learning in the twenty-first century because it takes a holistic view of language, multilingualism, and bilingual education. Learning what college students think about language use is important, yet previous studies have mostly focused on college students in other countries. The objective of this study is to investigate the perspectives on translanguaging held by graduate students who are bilingual or multilingual and attend a large university in Indonesia that is home to a wide variety of languages. This research was conducted at Yogyakarta State University. The design of this study was the qualitative approach. To be more specific, we used survey data to establish how participants view the overall practice of translanguaging, specifically for the goals of learning a foreign language for social purposes, and inside a higher education classroom setting. In this study, the perspectives of graduate students on translanguaging were analyzed. Descriptive statistics were used to examine the information gathered from a survey. The findings indicat that graduate students had positive perspectives on translanguaging, especially in classroom settings and when learning a foreign language. Moreover, this study yielded various implications for practice, policy, and research. The majority of respondents expressed that the utilization of translanguaging was advantageous and fundamental in the process of acquiring a second language.
The emergence of generative AI may fundamentally change the way humans create, share and use information. Generative AI has the ability to generate all kinds of content, including text, music, images and code. This will change our creative activities and may require us to fundamentally rethink our notions of the attribution of the content produced, the handling of personal, privacy and confidential information, etc. This would bring about a sea change in society. In education, it could even have the potential to dramatically change the nature of existing educational practices, such as customising teaching materials and enabling adaptive learning that responds to learning needs, progress and comprehension. On the other hand, generative AI poses new challenges such as piracy, information reliability and cheating, which require a new framework of educational architecture to address them. To this end, it is necessary to clarify the use of generative AI in learning, technical knowledge of AI and psychological awareness of AI by the attributes and characteristics of students as learners, and to use the results in future measures. In this study, a comparative analysis of the use, knowledge and awareness of generative AI among students from liberal arts colleges and physical education colleges was conducted, and the results showed that students at information universities were the most active in utilizing generative AI for learning activities, using it for a variety of purposes including learning, image production, content creation activities and programme coding, while they were less confident in judging cheating offenses.
Establishing the Professional Competence Indicators for Taiwanese Teachers in Education for Sustainable Development
Pei-I Chou, The National Sun Yat-sen University, Taiwan

The aim of this research is to create a set of indicators that can measure the professional competencies of Taiwanese teachers and educators in Education for Sustainable Development (ESD). Teachers play a critical role in steering society and schools towards sustainability by fostering learners to acquire knowledge, values, and competencies necessary to promote sustainable development. The Delphi technique was used in this study, where multiple questionnaires were sent to experts to obtain quantitative and qualitative judgments that resulted in convergent opinions. The research referred to Taiwan's teacher-professional competence framework and infused elements of recent ESD research and international organizations' policies to develop a questionnaire. The importance of each item was divided into 5-point scale, and compiled. Ten ESD researchers from Taiwan's northern, center, and southern areas, comprising five men and five women, were asked to offer professional advice. They assessed the importance of the indicators and provided suggestions for revision. After two rounds of investigation, integrating quantitative analysis and qualitative details, a set of highly important and consistent indicators was obtained. This set includes eight main indicators and 33 sub-indicators that cover the dimensions of cognition, affective, technical and non-technical competencies and further assess students’ learning outcomes in their self-directed learning contexts. In summary, language teachers are not digitally AI-competent in their instruction, although ChatGPT could not replace teachers’ roles at its nascent stage. Future research should highlight effective strategies to improve instructors’ related technical and non-technical competencies.
It is highly desirable for students aiming for a career in international business to develop intercultural competence and awareness during their education. Not surprisingly we find a multitude of courses on cross-cultural communication in business schools over the world. However, the learning experiences and outcomes of these courses, seen from the students' perspective, are largely unknown. Higher education is more socially, ethnically, and culturally diverse than ever. How do business students cope with this diversity when trying to develop intercultural competence? How does it affect their understanding of their own cultural identity? Assuming identity is a social construction, not an inherent quality, this paper investigates the cultural dimension of students' "identity work" during a course in cross-culture communication in business. A qualitative analysis of over 200 self-reflexive answers to the question "what have you learnt about your own cultural identity", indicates that students develop essential intercultural competence in and through their identity work. It seems as the harder they work to make sense of their cultural identity, often in conflict with alternative cultural identities, the more complex reasoning on all kinds of cultural issues they become capable of. This leads to the suggestion that teachers should include assignments, exercises, and questions to engage students in self-reflexive identity work to improve the students' intercultural competence and awareness.
The purpose of this presentation is to discuss the fundraising strategies, particularly a charity climb of Mount Kilimanjaro, leading toward the construction of an innovative Bilingual School of Leadership (BSL) in the D.R. Congo (Africa). The objective is to engage conference participants in a critical thinking of the funding mechanisms to implement the BSL project. Located in Tanzania, towering at a height of 19,340 feet at sea level, Kilimanjaro is the tallest free-standing mountain in the world. The BSL – located in the town of Kikwit (D.R.C) aims "to educate bilingual ethical leaders of tomorrow, fluent in both French and English, trained in critical thinking skills and concerns for the common good, to become change making entrepreneurs in their communities, the country and the world." Help Kikwit, 501(c), the nonprofit sponsor of (BSL) has partnered with 1,000 Shades of Green Tour & Safari Co. to organize a 15-day trip (including a safari tour) for 40 nature-loving individuals to climb Mt. Kilimanjaro at no profit. Each person is given the opportunity to raise between $5K to $10K of which 65% goes to the construction of BSL and 35% to cover the climber’s in-country expenses. With the $400,000 raised from individual climbers, along with corporate sponsorship, we will be able to break ground for the Bilingual School of Leadership of Kikwit by July 2024. Yet, the Hubbard Broadcasting Foundation has pledged a matching grant of $100,000 for this project. Conference participants will critique these and other funding strategies.
The development of Instructional Materials (IM) has reached the pinnacle of what innovation can bring to classroom instruction. Students study mathematics using all the resources and knowledge that these materials can offer. All possibilities have been explored by examining students’ learning difficulties in Mathematics in the Modern World, which led to the creation of IMs. Through a methodological investigation utilizing concurrent transformative design, the researcher analyzed and summarized the results from questionnaires and other forms given to both students and mathematics instructors at Kalinga State University, entering data into the first stage of the design thinking model adapted from IDEO (2013), the Discovery stage. The learning needs for teaching students the topic “problem-solving strategies” were then highlighted. This was carried out during the interpretation stage, and a potential solution—the creation of a module—was identified during the ideation stage. The information acquired from the respondents, as well as the crucial data gathered from the relevant studies, was organized into a plan for module development throughout the experimentation stage. Ultimately, the evolution stage confirmed the module’s content validity. The researcher-made module may be used by instructors as additional teaching resources, and it is also suggested that a pilot test be conducted to ascertain its effectiveness. Furthermore, the study recommends pedagogical innovations, classroom management, and teaching styles for teachers at higher education institutions.

Developing Instructional Guide Material for Peer-Assisted Learning Strategy (PALS) in Mathematics 10: An Intervention through the Lens of Competency-Based Learning  
Jody Mendoza, Bicol University, Philippines  
Maria Sicat, Bicol University, Philippines  
Aiza Akiko, Bicol University, Philippines  
Ismail Ismail, Universitas Negeri Surabaya, Indonesia  
I Ketut Budayasa, Universitas Negeri Surabaya, Indonesia  
Ismail Ismail, Universitas Negeri Surabaya, Indonesia

Teaching mathematics and thinking of ways on how to converse with the students is endless. Withstanding the fact that students’ understanding and learning preferences vary, this study developed instructional Guide Material (IGM) particularly for Peer Assisted Learning Strategy (PALS). The IGM aimed in addressing the least mastered competencies in Mathematics 10, which were lifted from the result of Albay Numeracy Assessment Tool of Libon Agro-Industrial High School. Descriptive-developmental research design was used in the development and validation of the developed instructional material. Objectives, mechanics, and integrated QR codes for multimedia support were present on the material. The IGM for PALS was validated using the Learning Resources Management and Development System (LRMDS) Evaluation and Assessment Tool for print and non-print materials, and a Likert-scale for relevance of the feature and level of acceptability. The result showed that the developed Instructional Guide Material for Peer Assisted Learning Strategy (IGM for PALS) is recommendable per LRMDS, feature such as integrated QR codes for multimedia support is highly relevant, is very much acceptable. Essentially, the developed material can be an effective learning resource for peer assisted learning strategy to address the least mastered competencies in Mathematics 10. Further, it passed the guidelines of DepEd on conceptualizing learning resources, thus, the material can be utilized in the teaching-learning process in DepEd public secondary schools.

Unlocking Metacognitive Potential: A Journey Through the Minds of Androgynous High School Students in Statistical Problem Solving  
Kiki Henra, Universitas Negeri Surabaya, Indonesia  
I Ketut Budayasa, Universitas Negeri Surabaya, Indonesia  
Ismail Ismail, Universitas Negeri Surabaya, Indonesia

Metacognitive activities are essential to academic achievement and cognitive development during adolescence. This study aims to investigate the metacognitive activities of androgynous students in solving statistics problems. To deeply uncover the complex interaction between androgynous identity and metacognitive strategies, a qualitative approach with semi-structured in-depth interviews based on a statistics problem-solving task адapting from the Metacognition Awareness Inventory was used. The participants were three high school students with moderate mathematical ability, consisting of one androgynous student and two non-androgynous students as a comparison. The findings of this study revealed a spectrum of metacognitive strategies used by androgynous students. Androgynous students demonstrated cognitive flexibility, smoothly transitioning between analytical and intuitive approaches based on problem characteristics. All participants were empowered with metacognitive knowledge and metacognitive regulation to monitor and adapt cognitive processes during problem-solving, but androgynous students had greater knowledge control. In addition, androgynous students demonstrated goal-oriented planning in breaking down the complexity of statistical problems and aligning metacognitive strategies with goals. This study underscores the influence of gender identity on metacognition. Androgynous students, free from traditional gender-related cognitive stereotypes, utilize a broader range of metacognitive approaches than non-androgynous students. The findings provide valuable insights into the metacognitive potential of androgynous individuals and the complex dynamics between gender identity and cognitive processes in the context of problem-solving. This study contributes to the broader discourse on metacognition, gender, and cognitive development, with implications for educators, policymakers, and researchers who strive to foster inclusive and effective educational environments.

Designing Integrated Courses Using Team-Based Learning (TBL) as the Core Teaching and Learning Approach: Why and How?  
Luan Au, University of Medicine and Pharmacy at Ho Chi Minh City, Vietnam  
Hien Nguyen, University of Medicine and Pharmacy at Ho Chi Minh City, Vietnam  
Trong Nguyen, University of Medicine and Pharmacy at Ho Chi Minh City, Vietnam

The contribution of integrated courses in outcome-based education is crucial. Integration ensures the equipment of basic interdisciplinary knowledge that effectively supports learners’ task performance. Designing integrated courses is challenging due to possible difficulties in simultaneously teaching various learning objectives and linking them while still ensuring constructive alignment. TBL seems to be an appropriate approach for solving this complex task due to its ability to teach various disciplines simultaneously and help learners link concepts. Since 2016, the University of Medicine and Pharmacy at Hochiminh City (UMP) has implemented its outcome-based curriculum, in which integrated courses using TBL make considerable contributions. The rationale for using TBL as the core teaching and learning approach for designing our integrated courses is the ability to link various multidisciplinary concepts. Respecting backward design principles, we first identified the most common healthcare issues and then created the list of learning objectives that learners should accomplish. When done, we classified them according to discipline(s) and then attributed them to knowledge which concerns them. We arranged the attributed knowledge in topics/lessons, forming the backbone of each session concerning each specific healthcare issue. During each TBL session, students should learn all topic-related knowledge simultaneously and be able to understand and link them by the end of the session. On the other hand, through TBL application exercises, students enhance their ability to connect and apply multidisciplinary concepts and their critical thinking competence. Task-based assessments’ results have confirmed the effectiveness of using TBL in designing integrated courses.

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Nowadays, information flows quickly without any limitations on distance. Humans possessing synthesizing mind do not waste time when synthesizing the deluge of data, are able to select useful data and avoid data causing danger. This study aimed to examine the consistency of the synthesizing mind model with empirical data and to study invariance of the synthesizing mind model of students classified in accordance with the demographical variable of gender. The research sample consisted of 580 lower secondary school students. The research instrument was a 30 item self-report survey on synthesizing mind developed according to the 4 factors of synthesizing mind including; access, synthesize, evaluate and; create. An analysis of Second Order Confirmatory Factor showed that the synthesizing mind model is consistent with empirical data. There was no invariance of the synthesizing mind model between the groups of male and female students.

The aim of this study was to explore the use of preschool outdoor spaces to create music environments for 3 to 4 years old children. There were two preschool teachers took 30 children to participant this study. The research method was a qualitative case study of a preschool in north of Taiwan creating music environment innovation in the outdoor spaces for 8 months. The implementation process was divided into three stages; exploration, development and maturity period. The environment layouts were changed according to the children's interests and needs, about once every two months. Children were free to interact with the environment during the outdoor time by groups. Data was gathered through observation, interviews of teachers and principal, parents’ contact books and children's works. The results showed that outdoor music environment enhanced children's learning interest and aesthetic experience. In the exploration stage, the teacher led the children to explore for musical elements in the environment to open up the children's senses. In the development stage, the music environment was built according to the dynamics and timbre of the musical elements. Finally, the diversity of activities was increased to expand the children's musical experience. Teachers stated that the biggest challenges in outdoor learning environment were the weather and the placement of materials. Providing waterproof materials and setting instruments as rules would make teaching in outdoor music environments smoother. This study enhanced teachers’ belief that a rich music environment brought the possibility of independent learning for young children.

This qualitative research aimed to analyze the mechanisms of driving the science-based technology demonstration classrooms under the supervision of Rajamangala University of Technology Lanna. The research sample consisted of 30 individuals, including university administrators, curriculum administrators, instructors, teaching assistants, and support staff. Interviews and focus group discussions were utilized as research tools, and descriptive statistics were employed for data analysis. The findings revealed that the mechanisms of driving science-based technology demonstration classrooms under the university’s supervision have a significant impact on creating educational opportunities and enhancing competitiveness. Moreover, these mechanisms also contribute to producing skilled workers who can contribute to both government and industrial sectors. The collaborative efforts and participation of stakeholders in identifying and solving organizational issues have led to the development of education strategies that align with the requirements of both public and private sectors. To elevate the university to higher standards, it is vital for every staff member to take responsibility for producing competent graduates who can actively contribute to society. For this, leaders must be dares to innovate and take action is imperative, while faculty members must embody the spirit of professional educators, going beyond their roles as mere instructors. Additionally, the community's support, modern and comprehensive curriculum standards, and students' practical knowledge and skills transfer are also essential. Furthermore, the active involvement of enterprises in curriculum development and supporting the industrial labor market is vital for fostering a well-rounded educational environment.

First-year writing classes play a very important role in the development of undergraduate students' basic academic writing and research skills. In some institutions, not only do students who take this foundational writing class major in different subjects (e.g., literature, architecture, physics), but the instructors also come from different disciplines. Therein lies the challenge. Scholars in different disciplines write their argument and teach argumentative writing differently. How should an interdisciplinary writing programme develop its classes, so that there can be sufficient commonalities between colleagues' pedagogical practices? I teach at the honors college of the National University of Singapore. In this paper, I am going to explain the challenges that our writing programme has encountered and how we have dealt with them. Our writing programme was originally set up by the Harvard Writing Program director in 2000. Over the years, we learned that while our humanities colleagues were very comfortable with the Harvard model, our social sciences colleagues found it constraining. As a team, we decided to change our pedagogical approach, so that colleagues from different disciplines could have freedom in designing their syllabus and assignment structure. However, we also made sure that students' learning experience in our different writing classes could be consistent. In my presentation, I would like to explain how we have strived to attain that consistency by working out the commonalities between our different writing classes. These commonalities include—but are not limited to—learning outcomes, course design principles, practices in holding paper conferences and practices in grading.
Thursday, March 28

Parallel Sessions

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

Abstracts appear as originally submitted by the author. Any spelling, grammatical, or typographical errors are those of the author.
This presentation embarks on an in-depth comparative analysis of educational policy, leadership, management, and administration within various global and local frameworks. In this presentation, we will explore studies from a range of countries, revealing the complexities in educational system management against the backdrop of globalisation. The discussion will pivot around the influence of cultural diversity on leadership, the intricate role of government and private sectors in policy development, and strategies for fostering equitable education across different socio-economic contexts. Utilising a nuanced approach, this keynote will shed light on the multifaceted dynamics of educational leadership, contrasting policy-making in diverse economies and examining the role of technology as a unifying force in global education. It will also evaluate the interplay between international educational standards and local educational practices, seeking a balance between global trends and cultural specificity. The session aims to provide actionable insights and foster a thought-provoking discussion on effective educational leadership practices. It will advocate for an approach that integrates global best practices with localised needs, contributing profoundly to the conversation on educational development and reform in a globalised era.

This study utilizes the theoretical framework of adaptive leadership to investigate the underlying mechanisms behind changes in principals’ task behaviors (PTB) in response to middle leader turnover. We gathered survey data from 203 school leaders in Hong Kong. Using this data, we first applied Confirmatory Factor Analysis (CFA) to validate the structure of the school principals’ task behaviors. Following this, we employed Structural Equation Modeling (SEM) to examine the relationships among middle leaders’ replacement rate, challenges in teaching performance and team collegiality, and changes in principal task behavior. CFA reveals a five-factor model of the PTB. Each of the five components is distinct and contributes to the overall construct. Further, SEM results indicate that middle leaders’ replacement rate is positively related to challenges in teaching performance and team collegiality. It also has a direct negative influence on principal instructional management and administration. Additionally, the challenges related to teaching performance influence all PTBs, whereas challenges of team collegiality influence the PTB in Instructional Management, Internal Relations, and Administration. Theoretically, this study leverages the concept of PTB to support the idea of adaptive leadership as a multifaceted construct. Practically, the application of adaptive leadership has elucidated the impacts of middle leaders’ replacement rate and pinpointed the challenge of teaching performance as a pivotal factor that drives principals to encourage and facilitate teachers’ adaptation to changing circumstances. Regarding the challenge of team collegiality, the findings indicate that empowerment and collegiality may no longer be the highest priority for principals.

School renewal, often referred to as a type of educational change, is a unique form of educational reform. School renewal helps educational administrators effectively recall what is already known, revive what has existed, repair but not replace what has been broken, and restore what has once been workable or dependable (McPherson, 1991). School renewal is becoming a more and more popular approach for educational administrators to seek educational improvement of their schools (e.g., improvement in schooling outcomes). School renewal has thus created a new educational context for educational research. For empirical educational research on school renewal (e.g., the effects of school renewal on schooling outcomes), the quality (effectiveness) of school renewal efforts by educational administrators must be measured in a valid and reliable way. The lack of credible instruments has been a great challenge for educational researchers who have a focus on school renewal and its effects on the daily life of teachers and students. In response, we have attempted to explore with instrumentation that could provide a good means to measure school renewal efforts. Over the past five years, we engaged in immersive efforts to develop and validate such instruments. In this paper, we would introduce three instruments: the instrument of Orientation for School Renewal, the instrument of High Integrity and Fidelity Implementation for School Renewal, and the instrument of School Renewal Principles and Practices, all of which were designed to fill in the gap in the research literature on measurement of school renewal as educational change (reform).

Academic integrity and the use of generative artificial intelligence tools (Gait) in the higher education context is an area of considerable academic concern. In this presentation the journey of academic integrity at Charles Sturt University, Australia will be explored from the initial development of policy in the academic misconduct space to academic integrity practices today. Decisions made at a macro level impact the day-to-day practices in the Faculty of Arts and Education. As knowledge and experience of academic staff in identifying instances of academic misconduct has increased, tensions between staff needing to use policy and procedures versus the limited practical experience of those tasked with guiding policy development has become evident. In this presentation the policy and procedural drivers for dealing with academic misconduct will be examined; the history and particular context of academic integrity at Charles Sturt University will be provided; what the intersection of policy and practice means for academic integrity; and the intervention of academic misconduct cases within the Faculty of Arts and Education; implications for leadership and tensions that exist; and how to best support academic integrity in the practice of students will be considered. The Faculty commitment to an educative approach where students are encouraged to use artificial intelligence tools to support and enhance their work rather than using artificial intelligence to engage in misconduct behaviours will be highlighted.
This study investigated the relationship among self-efficacy, perceived power distance, and school effectiveness in elementary school teachers. It utilized a multiple-group analysis approach to determine whether there were variations in how teachers in general public elementary schools and those in experimental education schools in Taiwan. Established measurement scales were employed for the questionnaire, and after conducting reliability and confirmatory factor analyses to validate them, the formal questionnaire was administered. Data were collected from 220 teachers in general public schools and 244 teachers in experimental education schools. SmartPLS4 was used to conduct both an overall structural analysis and a multiple-group analysis. The research findings revealed that, overall, self-efficacy among Taiwanese elementary school teachers had a direct positive impact on school effectiveness, with perceived power distance acting as a moderating factor. These patterns were consistent for both kinds of schools. Additionally, in the multiple-group analysis, it was discovered that the moderating effect of teachers' perceived power distance was significantly higher in general public elementary schools compared to experimental education ones. This suggests that factors such as organizational structure may contribute to lower perceived power distance among teachers in experimental education schools, ultimately affecting their outcomes. Finally, this study concluded by offering recommendations for further research based on the aforementioned results.
Artificial Intelligence in Education: A Threat or a Tool in Teaching

Strengths-Based Rural Youth Education for Development: Lessons from Papua New Guinea
A shortage of teachers is the greatest challenge facing private preschools in Taiwan. This enables the adoption of adequate recruitment strategies with respect to three recruitment goals focusing on the aspects of recruit quality, rapid recruitment, and talent retention. This study adopted the analytic hierarchy process (AHP), and the goal of the AHP was to confirm the priority and importance of the proposed strategies and actions. The results revealed that the selection of recruitment strategies must be adjusted according to the recruitment goal. When the goal focused on recruit quality and talent retention, the salary and welfare strategy exhibited the highest weight. By contrast, the social networking strategy exhibited the highest weight when the goal focused on rapid recruitment and shortening the vacancy duration. Analyzing the priority and importance of the 14 recruitment actions showed that high salary and interpersonal network referrals were the highest weighted actions regardless of the recruitment goals. The third most important action varied according to the goals. When the goal focused on recruit quality and talent retention, preservice internship was emphasized, because such opportunity enables preschools to identify talented teachers in advance while helping teachers become familiar with the school environment and stay in the position longer. A focus on rapid recruitment highlighted the importance of online talent pools. Dividing preschools by scale revealed that high salary exhibited the highest weight in large preschools regardless of the recruitment goals and in medium and small preschools when the goal focused on recruit quality and talent retention.

An effective supervision and instruction program is one of the key elements of a successful school. A descriptive - survey method was used in this study to gather quantitative data from 134 teachers and 36 supervisory officials in the primary and secondary divisions of the University of Perpetual Help System. The survey questionnaire has two parts; the first part of the questionnaire focused on the profile of two groups of respondents while the second part contained supervisory practices as perceived by teachers and supervisory officials. Analysis of variance (ANOVA) to determine the significant differences between the actual and desired supervisory practices of the respondents, and a t-test of independent samples was used to determine the significant differences between the perceptions of the respondents. The differences in the mean ratings in the actual supervisory practices in the areas of instruction, communication, staff development, and classroom visitation were found significant since the computed t-values exceeded the t-value of 1.974 at a 5% significance level. The areas of evaluation and leadership were found significant since the computed t-values did not exceed the critical t-value of 1.974 at a 5% significance level. The actual supervisory practices as perceived by teachers and supervisory officials about instruction, communication, staff development, evaluation, leadership, and classroom visitation are efficient and therefore must be continued. The desired supervisory practices as perceived by both teachers and supervisory officials about instruction, communication, staff development, evaluation, leadership, and classroom visitation are desirable and need to be introduced/practiced.

The research examines and compares the professional support provided to school principals and relevant policies in Korea and Taiwan. In Korea, a recent paper by Kim and Lee explores the challenges school principals face in managing resources, addressing student behavior issues, and improving teacher performance. In Taiwan, the relevant research findings provide insights into the challenges school principals face in a multi-layered school context, the preference for shared and distributed leadership, and the expectations for instructional leadership. The research methods include document analysis, interviews, and comparative analysis. The study used a focus group interview in Taiwan to collect data from 16 participants, including seven women and nine men. The results indicate that the types of professional support most needed are professional development, support, curriculum inspection, parental involvement, and collaboration. The findings indicate that community platforms, parental involvement, and collaboration with colleagues and experienced principals can support rural principals’ development and improve teaching quality. The interview with principals and educational superintendents is being planned in Korea. Collaboration between researchers in both countries, and the results include enhancing understanding, publishing papers in international journals, providing valuable references, filling the gap in comparative research, and establishing a comparative case for international visibility. The findings and recommendations are expected to benefit researchers, practitioners, and educational policymakers and fill the gap in comparative research on school principal policies in these two countries.
During the onset of the COVID-19 pandemic in March 2020, organizations swiftly transitioned to remote work setups, prompting a rapid integration of digitalization and Artificial Intelligence (AI) technologies within workplaces. This shift presented a host of unprecedented challenges, compelling the exploration of adaptive strategies in the evolving post-COVID work landscape. This study examines the effects of remote work on employee performance, engagement, well-being, and health. Data collection encompassed responses from a non-WEIRD (Western, Educated, Industrialized, Rich, and Democratic) population, specifically 335 white-collar employees in Malaysia. Preliminary findings suggest that work-related stress can worsen somatic stress [b = 2.63, t(204) = 5.51, p < .0001]. This effect is more pronounced among young workers when work interferes with their personal life [b = 2.15, t(204) = 5.87, p < .001]. Our findings also highlight that work interference exacerbates the impact of work stressors, intensifying symptoms of anxiety and depression, especially among younger employees (b = 2.61, t(204) = 4.00, p < .001). The results emphasize the need for organizations to address the harmful impact of work-life conflict on employee well-being. This could involve for example the implementation of policies fostering work-life balance and strategies seamlessly blending professional and personal responsibilities. The study advocates for tailored organizational policies supporting employee health in remote or hybrid work settings, providing crucial guiding principles for interventions essential to fostering a healthy, productive, and balanced work environment amidst evolving workplaces.

Nurses both in the COVID and non-COVID wards who provide services in taking care of patients are most affected during the COVID-19 pandemic. Using purposive sampling among nurses (n=210), assigned in covid (n=105) and non-covid wards (n=105), this study compared their burn-out, COVID-anxiety, psychological distress, and demographic profile while on duty. Results showed that nurses in both wards who experience burnout significantly differ in terms of age, marital status, work hours, and work experience. Nurses in COVID & non-COVID wards who suffer from COVID-19 anxiety are also significantly different in terms of civil status and educational attainment. Findings also reveal that nurses in the COVID ward are more likely to experience burnout and psychological distress than nurses from the non-COVID wards. Overall, COVID ward nurses experience more burnout and psychological distress but non-COVID ward nurses also experience this. Implications and recommendations of the study are suggested to help uplift the mental health conditions of nurses while on duty during the pandemic.

There are more than 57,000 children with special educational needs (SEN) in Hong Kong. Subject to multiple aspects of stressors during the COVID-19 pandemic (e.g., school closures, disruptions of daily routines), parents of children with SEN are at-risk of poorer psychological well-being. Studies have suggested that perceived resource loss in different aspects due to COVID-19, coping resources (e.g., family communication), and coping strategies are associated with psychological outcomes among Western parents of children with SEN; relevant local studies are limited. Guided by the Conservation of Resource Theory, the factors associated with psychological distress among Hong Kong parents of children with SEN shortly after the COVID-19 pandemic were examined. 150 Hong Kong parents of children with SEN were recruited between February-March 2023 from online support group forums to complete a cross-sectional survey measuring their sociodemographic variables and the abovementioned psychosocial variables. Controlled for covariates, hierarchical regression results showed that higher perceived loss in future control (β=.28, p<.01), more self-blaming coping (β=.26, p<.001), less efficient family communication (β=.27, p<.001), and less acceptance coping (β=.18, p.05) were associated with higher psychological distress. This study identified the important contributors to psychological distress among parents of children with SEN in Hong Kong. Psychosocial interventions helping parents to reflect on resource loss due to COVID-19, training their skills in coping with stressors and effective family communication could promote their psychological adjustments in difficult pandemic situations.

During the COVID-19 pandemic in the U.S., over 11,000 acts of anti-Asian hate and discrimination have been reported. The theory of Displaced Aggression or Scapegoating is one potential explanation for the upsurge of racial discrimination in the context of this crisis. Under the Frustration-Aggression hypothesis framework, if the source of stress feels insurmountable or intangible (e.g. a life-threatening virus), people tend to displace their helplessness, frustration, and aggression onto a more accessible substitute target. Few studies have studied the factors for endorsement of racist attitudes in real world conditions caused by feelings of helplessness or the role of ethnocentrism in a longitudinal model. Our study utilized a longitudinal online U.S. sample of White participants (n=553) recruited initially in June 2020 (Time 1) with follow up in November 2020 (Time 2). Our results indicate that perceived feelings helplessness (Time 1) mediated the relationship between COVID-related life changes (e.g. restriction of movement, occupational and financial stressors, children and elderly related stressors during Time 1) and anti-Asian racial attitudes (Time 2) but only when ethnocentrism as a moderator was present. This mediation effect was conditional on the level of ethnocentrism, such that the indirect pathway was only significant for those who exhibited moderate and high levels of ethnocentrism but not for those who exhibited low levels of ethnocentrism. Our study supports the Scapegoating Theory in understanding the surge of Anti-Asian racial attitudes during COVID-19 and provides evidence beyond experimental studies for the external validity of Scapegoating Theory in real life.
The aim of this study is to evaluate customer feedback using three distinct models: the Need model, Feedback model, and Network model. McClelland's motivation theory (1985) underlines that consumer feedback represents requirements, symbolizing a human drive at the tail of the vector. The action regulation theory (Hacker, 1989) characterizes consumer feedback as modifiers, resulting in its portrayal as a human adjective at the vector's tip. Finally, the actor-network theory (Latour, 1996) describes consumer feedback as an affect within a social network that dictates the vector's direction. Through the amalgamation of mathematical and psychological principles, a comprehensive model has been devised for hoteliers to implement effective strategies in meeting guest expectations. To formalize a vector consisting of a tail (need), a tip (goal), and a direction (network), the study has applied linear transformation to derive an integrated model from the three models. To analyse the data gathered from 1000 TripAdvisor comments spanning from 2018 to 2023, Linguistic Inquiry Word Count was used to categorize the feedback into human drives, adjectives, and affect. Canonical correlation analysis was utilized to establish connections between consumer factors and marketing elements, resulting in the identification of three pairs: affect-pricing, adjectives-advertising, and drives-servicing. The practical implications of this research indicate that during the low season, hoteliers should emphasize pricing at the vector's tail. Conversely, in high season, they can shift their focus to advertising at the vector's tip. The vector's direction depends on servicing. This study underscores the integration of mathematics and psychology in comprehending consumer behavior.

11:35-12:00
78962 | Investigating the Underlying Psychological Mechanism Behind Knowledge Sharing and Knowledge Hiding
Roksana Rezwan, Tokyo International University, Japan

Through the lens of Herzberg's two-factor theory (1968) and self-determination theory (SDT) by Ryan and Deci (2000), this study explores the difference between knowledge hiding and knowledge sharing. Previous studies suggest that knowledge sharing and knowledge hiding are not opposite but different constructs. However, there is a lack of study in the literature to investigate the underlying theoretical mechanism. According to the two-factor theory, Herzberg differentiates between motivators and hygiene factors. This study suggests that motivators are related to knowledge sharing, while hygiene factors are related to knowledge hiding. Moreover, according to SDT, human beings have innate psychological needs that can be satisfied or frustrated depending on the environmental condition. This study further explains the relationship between hygiene factors and motivators, and knowledge sharing and knowledge hiding through the mediating mechanism based on SDT. According to SDT, this study proposes that lack of hygiene factors in the organizational environment manifests knowledge hiding behavior among employees through need frustration. In contrast, high motivators in the organizational environment lead to knowledge sharing through need satisfaction among the employees. This study aims to contribute to the literature by addressing the research gap and proposing a conceptual framework that explains the underlying mechanisms behind knowledge sharing and hiding. This study contributes Herzberg's two-factor theory by extending the theory based on the SDT to provide distinct explanatory mediating mechanisms underlying knowledge sharing and knowledge hiding.

12:00-12:25
78886 | Subtypes of Monitors with Experience of Refusal to Cooperate with the Web Survey
Tai Kurosawa, Ibaraki Christian University, Japan

Data are an essential foundation of social science, and web surveys are a significant data collection method. A meta-analysis showed that web surveys tended to have about 11% lower response rates than other types of survey methods, which was recently confirmed by another study. With the support of a research company, this study identified subtypes of monitors who experienced refusal to cooperate with the web survey. This study conducted web surveys in September 2022 and November 2023. All participants were required to be over 18 years old, and their mean age was 51.29 years (SD = 14.02 years; range = 19–89 years). The research company distributed the web surveys across Japan. Data for 600 monitors were collected, and the data for 413 monitors who experienced refusal to cooperate with the web survey were analyzed. JASP (v. 0.16.3) and R (v. 4.2.2) software were used for the analyses. The top three reasons for refusing to complete the web survey were: "have no time" (n = 179), "the questionnaire is too large" (n = 171), and "difficult to answer" (n = 120). While the nonparticipatory behavior was consistent, a latent class analysis was conducted, and three latent classes were identified based on distinct reasons for refusal. This insight contributes to our understanding of the dynamics of web survey participation.
Exploring the Perceived Value of Membership Program to Trigger Unplanned Purchase

Pang-Yu Wang, National Taiwan University, Taiwan
Ju-Fang Yen, National Taipei University, Taiwan

Consumers consider the value of membership programs and face situations whether to make additional purchases to meet the threshold. The utility of membership programs and the amount already spent are determinants of perceived value of the membership program and affect unplanned purchases. In addition, the price of the product and brand preferences moderate the relationship between the perceived value of the membership program and unplanned purchases. Research material and measurements are designed based on the current market situation and relevant literature. Data were collected online. The findings of this study support that perceived value of membership programs can trigger unplanned purchases. First, consumers with larger purchase amounts (closer to the membership threshold) and a positive feeling toward the expected utility of the membership program tend to have a significantly higher perceived value of the membership program. These increased perceptions of value lead to additional purchases that were not planned and satisfy the needs created by membership. Second, the unplanned purchase intention can be affected by brand preference and the price of product.

From Appearance to Performance: The Role of CEO Attractiveness in Shaping Market Responses

Jung-Chen Yang Yang, National Cheng Kung University, Taiwan
Mengkuan Lai, National Cheng Kung University, Taiwan

Fierce competition among retailers has drawn attention to strategies that generate sales growth as well as improve the management of customer relationships, reinforce customer loyalty, and generate predictable revenue for sustainable marketing and continuous business improvement. This study explores the perceived value of membership programs that build the consumer base as a reliable marketing tool to trigger unplanned purchases which increases sales. The study uses a one-time pre-set membership threshold condition where consumers consider the value of membership programs and face situations whether to make additional purchases to meet the threshold. Testing and evaluation are essential for refining interface design, but it's often time-consuming for recruiting human participants and conducting the experiment. Thus, this study aims to simulate the user's visual attention and operation intention during the interaction with an interface, so as to automatically represent the user's behavior in response to any interface design. It would help not only reduce the difficulties associated with usability testing but also speed up the process of interface development. Focusing on the two-dimensional graphical user interface, prediction models were constructed based on the cognitive processes of human beings. More specifically, the N-SEEV model was adopted for the simulation of user's gaze trajectory, whereas the decision model based on similarity comparison was used for estimating the user's click sequence. Besides, an experiment was designed to validate the simulation results. The ScanMatch algorithm and click perplexity were used to quantify the difference between the 'predicted behavior' and the 'actual behavior.' Both measures were then compared against the prespecified criterion, suggesting that the predicted gaze trajectory and click sequence of the interface are both acceptable. By further integrating the predicted click sequence with predictive models of movement time, user performance could be estimated for the rapid evaluation of interface design.

Psychology & Behavioural Science

Simulation of the User's Visual Attention and Operation Intention While Browsing Webpages Based on the Characteristics of Interface Design

Jun-Ming Lu, National Tsing Hua University, Taiwan
Tsai-Hsuan Lin, National Tsing Hua University, Taiwan

Utilizing a novel machine learning approach to assess CEOs' perceived attractiveness from their photographs, this study examines its influence on market reactions to earnings news. We observed that higher CEO attractiveness scores correlate with an increased frequency of financial report downloads from the Securities and Exchange Commission's (SEC) Electronic Data Gathering, Analysis, and Retrieval (EDGAR) system following earnings announcements. This surge indicates analysts or investment institutions exhibit heightened attention toward firms with more attractive CEOs surrounding the announcement date. We also find that such attractiveness is linked to a greater return response to earnings news after firms announce earnings. Moreover, the effect of CEO attractiveness is concentrated on days with high investor distraction (when numerous firms announce earnings simultaneously). It means that when faced with an abundance of concurrent company announcements, the distinctive visual appeal of an attractive CEO helps their firm's news stand out, effectively capturing the already scarce attention of analysts amidst a crowded information environment. However, the effectiveness of CEO attractiveness in conveying information diminishes over an annual time-frame. These findings suggest that the influence of CEO aesthetics on information processing efficiency is short-lived, primarily serving as an attention-grabbing mechanism. This evidence points to a first-impression bias in investor behavior, underscoring CEO facial traits' significant yet temporary role in shaping capital market dynamics.

The Singapore Police Force Leadership Competency Framework and Its Application for Police Leadership Training, Assessment, and Development

Yan Leen Khoo, Singapore Police Force, Singapore

Examining the crucial role of psychology in cultivating effective police leaders, this review presentation outlines the Singapore Police Force's development of its own Leadership Competency Framework (SPF LCF). The SPF LCF was first developed in 2004 and since then has been used for leadership training, assessment, and development activities in the organization. Leadership assessment and development activities include assessment centres and 360-degree feedback programs for incumbents. The SPF LCF is specifically designed for the development of leaders within SPF and comprises 12 competencies, each progressively levelled in terms of behavioral complexity so as to identify the key leader behaviors at each of four leadership levels. Most recently, a comprehensive review of the SPF LCF was undertaken to ensure its continued relevance in an evolving socio-cultural and operational landscape. In this presentation, insights and takeaways that the author drew from the development and application of a police-centric leadership competency framework will be discussed.
Thursday Onsite Parallel Session 4
Interdisciplinary Research, Psychology & Mental Health
Session Chair: Hsin-Lun Li

15:00-16:40

A Variant of the Bonabeau Model
Hsin-Lun Li, National Sun Yat-sen University, Taiwan

The Bonabeau model consists of a finite number of agents, each occupying only one site on a square lattice. One agent is randomly selected and chooses a neighboring site at random. If the neighboring site is vacant, the agent moves to that site. However, if the site is occupied, a fight is triggered. If the agent wins the fight, the two agents switch sites. Otherwise, they remain in their original position. We consider a variant of the Bonabeau model where the initial number of wins for all agents is distributed between two absorbing states. We study various properties of the model, including finite-time convergence. We demonstrate that achieving an egalitarian society is more likely to occur when the agents are more cooperative. Furthermore, we show that the model can be used to study other social phenomena, such as the spread of innovations in a population.
Objective: The purpose of this study is to examine the relationship between Realistic Optimism and Self-Esteem in Indian University students. Methodology: In this study, the researcher conducted a questionnaire survey at two universities in India (n=191, age range 18-26; Male: 92; Female: 99). The researcher used the Realistic Optimism Scale (Nishaat, 2021), consisting of three factors (Future Orientation, Flexibility, and Will/Courage), and the Self-Esteem Scale (Rosenberg, 1965). Data were analyzed using Pearson correlation coefficient and multiple regression analysis. Result: The Pearson correlation coefficient analysis revealed a significant positive correlation between all three factors of Realistic Optimism and Self-Esteem. In multiple regression analysis, Self-Esteem was entered as the dependent variable and all three factors of Realistic Optimism were entered as independent variable. The results of the multiple regression analysis showed that the coefficient of determination (R²) was 0.26 for Self-Esteem. The coefficient of determination (R²) for male students was 0.30, and for female students, it was 0.22. All three factors of Realistic Optimism were significant predictors of Self-Esteem among both total students and male students. In the case of female students, however, only flexibility and will/courage emerged as significant predictors.

Conclusion: The findings suggest that Realistic Optimism significantly influences Self-Esteem. Notably, its impact is stronger among male students compared to their female counterparts. These results indicate that cultivating flexibility in situations, nurturing aspirations for the future, and having the courage to pursue those aspirations may contribute to enhancing one's self-esteem.

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Identity Construction of Community Leaders: Members' Perspective
Kumudini Dissanayake, University of Colombo, Sri Lanka

Community leaders play a functional role in aiding problem-solving, decision-making, and resource mobilization, in a community while also sharing knowledge, facilitating, and guiding members toward a better social life. Given relentless socio-economic challenges that disrupt people's social lives, such as pandemics, natural disasters, and man-made crimes, the role of community leaders has become increasingly significant in recent times. This has made the identity of leaders within their respective environments a critical requirement and a determinant of their actions' effectiveness. Importantly, the community should fully embrace the identity of community leaders. Therefore, the role of community members in shaping the identity of their leaders must not be underestimated. While existing research generally explains the role of leaders in constructing their identities, the process of community members constructing the identity of community leaders has been overlooked. The present study explores how the affect control theory (ACT) and perceptual control theory (PCT) can address this gap. According to the ACT, individuals construct identities of others during interactions based on their perceptions, actions, and emotional experiences in a given situation. PCT posits that individuals manage their perceptions in a process of comparing the actions of interactants, identifying discrepancies, and (re)shaping perceptions accordingly.

In this study, these two theories are employed to propose a conceptual model illustrating how community members shape the identities of their leaders in various contexts. By combining these two perspectives—community leadership and member involvement in identity construction—support is provided for the expansion of community leadership theory and leadership development.

The Effect of Culture on Work Values Among Jewish and Muslim Managers
Moshe Sharabi, Yezreel Valley Academic College, Israel
Ilan Shdema, Yezreel Valley Academic College, Israel
Oriana Abboud-Armaly, Yezreel Valley Academic College, Israel
Galit Yanay-Ventura, Yezreel Valley Academic College, Israel

While there is an increasing number of Muslim managers in Western countries, to the best of our knowledge no study has compared their work values to those of managers of other religions. The present study investigates the effects of the EMRD Integrative Group Treatment Protocol (EMRD-IGTP) on uniformed reserved personnel and volunteer reservists assigned on duty in response to Covid-19 who have experienced distress and negative psychological consequences. This study investigates the effectiveness of the EMRD Integrative Group Treatment Protocol (EMRD-IGTP) on uniformed reserved personnel and volunteer reservists (n = 60). Using ex-post facto research design, EMRD-IGTP was explored in reducing distress and promoting well-being and change management amongst uniformed reserves during the enhanced community quarantine were explored. Results show that there was a significant difference in the subjective unit of distress from the pre-IGTP and post-IGTP. There was a decrease in SUD revealed in the post-test, suggesting that IGTP played a huge role in lowering down the subjective unit of disturbances of the participants. One-way ANOVA (F2.399432062 =16.03064364, p < 0.001) test showed a significant difference in the subjective unit of disturbance of the four (4) axes. The results from the pre-test (M = 4.47, SD = 0.38) and post-test (M = 4.31, SD = 0.40) well-being assessment indicate that the IGTP resulted in significant difference (t(57) = 1.95, p = .02, with the post-test showing a lower mean score as compared to the pre-test. Considering the results, implications of the study on interventions in lowering distress levels among Uniformed personnel and volunteer reservists are mentioned.

EMDR-IGTP in Reducing Distress and Promoting Well-Being Amongst Uniformed Reserves During the Enhanced Community Quarantine
Amor Mia Arandia, Jose Rizal University, Philippines
Michael Lu, Independent Scholar, Philippines
Khmyberly Whey Mercado, Independent Scholar, Philippines

Research on community violence exposure in the U.S. often considers parenting, especially for Black families, who are more likely to deal with violence exposure (Chen et al., 2016). However, there has been less attention to explicit community violence socialization (CVS). This investigation seeks to understand the content of CVS and examine the association of teen, parent, and community factors on CVS. Data were collected from a national U.S. sample of 667 Black parents (M=39.28 years, SD=8.84; 49.9% male), with teens between the ages of 8 and 17 (M=12.62 years, SD=2.91, 57% male). Parents completed a survey, including measures on parent violence exposure (Victimization α=0.87; Witnessing α=0.91), and teen violence exposure (Victimization α=0.92; Witnessing α=0.95). Additionally, sense of community was utilized as a neighborhood factor (α=0.93). CVS dimensions include avoidance (α=0.71), reputation (α=0.77), and open communication (α=0.77). Analyses indicated that parent victimization is negatively associated with avoidant (β=-0.12, p<0.01) and open communication socialization (β=0.21, p<0.001). Parent victimization and witnessing is negatively associated with avoidant (β=-0.13, p<0.05; β=-0.11, p<0.05) and open communication socialization (β=-0.22, p<0.001; β=-0.16, p<0.001). Additionally, parents' sense of community is positively associated with avoidant (β=0.17, p<0.001), open communication (β=0.17, p<0.001), and reputation socialization (β=-0.40, p<0.001). Overall, results suggest that the more exposure families experience, the less they utilize avoidance and open communication socialization, potentially due to desensitization (Kennedy & Ceballo, 2016). However, the higher parents rate sense of community, the more they utilize all three socialization dimensions. Future parent and community development implications and directions will be discussed.

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This paper attempts to test the ability of life satisfaction to mediate the relationship between psychological health and happiness. A cross-sectional design was used in a sample of 392 participants (16.8% male; 83.2% female). The Satisfaction with Life Scale (SWL), the Oxford Happiness Questionnaire, and the General Health Questionnaire (GHQ) were used to collect data from participants. The correlation analysis revealed significant positive association between life satisfaction and happiness. Both life satisfaction and happiness were negatively related to general distress. The Baron & Kenny mediation analysis showed that life satisfaction is able to explain 21% of the variance in happiness. The psychological health dimensions (Somatic symptoms, Depression, Anxiety, and Social dysfunction) explained 47% of the happiness variance after controlling of life satisfaction. The study revealed that life satisfaction does partially mediate the relationship between psychological health and happiness and that increased life satisfaction may boost individual's happiness. The findings suggest that life satisfaction is an important factor for happiness, and that other psychological factors may also play a significant role in predicting happiness. These findings have implications for the development of interventions aimed at improving individual mental health and wellbeing.

13:30-13:55
78675 | Why Do People Practice Mindfulness?
Analise O'Donovan, Griffith University, Australia
Chris Pepping, Griffith University, Australia
Benjamin Walters, Griffith University, Australia

Considering the established range of positive outcomes, both in terms of psychological and physiological variables for those practicing mindfulness, it is surprising how limited our knowledge is of why individuals engage in mindful practice. This paper will consider the reasons individuals have for starting and continuing with mindful practice. One-hundred and ninety adult participants engaged in an online questionnaire asking two main questions:

• “Why did you first choose to start practising mindfulness meditation”?
• For those who had continued their practice, a follow-up question was “What are your reasons for continuing to practice mindfulness meditation”?

Data was analysed firstly though an inductive thematic analysis used to code and analyse qualitative responses. Four themes were revealed: most commonly cited reason was reduction of negative experiences (94.74% of respondents); increase in well-being (31.05% of respondents); recommendation by someone else to try the practice (28.42%), and a small number of participants (6.32%) began practice for religious/spiritual reasons.

Quantitative results confirmed the top 4 reasons for both beginning and continuing mindfulness practice were to reduce anxiety, feel calmer, increase relaxation and to more effectively regulate their emotions. The only significant differences between more and less experienced meditators were that the former group used meditation more commonly to reduce physical pain. Future studies need to consider engagement in mindfulness practice longitudinally to further explore reasons for practice. Also, the sample was relatively homogeneous, and different groups of meditators may well have different reasons than those in the current study.

13:55-14:20
77083 | Can Classroom-Based Yoga and Meditation Workshops Lead To Psychological Benefits in College Students? Insight from Two Studies Conducted in India
Garima Rajan, FLAME University, India
Kamlesh Singh, Indian Institute of Technology Delhi, India

Two studies were carried out to document the effectiveness of classroom-based yoga-meditation workshops in college students of India. Study 1 had 45 college students (40 men and 5 women; Mage = 21.42 years; SD = 0.97) who participated in a meditation- and yoga-based “Inner Clarity” workshop and Study 2 had 37 college students (32 men and 5 women; Mage = 21.24 years; SD = 0.68) who participated in the “Mind, Body, and Heart” workshop. Participants were from an engineering institute in Delhi organized by the value education department. Standardized tests including Multidimensional Flourishing Scale, Sat-Chit-Ananda Scale, Web Executive Functioning Scale, Adult Executive Functioning Scale, Cognitive Emotion Regulation Questionnaire- Short Version, and Difficulties in Emotion Regulation, Life Orientation, and Savoring were administered via Google Forms for pre–post testing to examine the psychological effectiveness of the workshops. Both workshops lasted for 6 days with its schedule spanning roughly 12 hours each day starting with pranayama, suryanamaskar, and yoga asanas followed by lecture sessions. Results showed statistically significant differences for pre–post test scores with small and medium to very large effect for different variables using paired t-test. The findings of the present study have been discussed in light of the existing research. This study provides evidence to include such meditation workshops in the curriculum of college students to combat negative emotions, enhance positive emotions, and achieve better emotional regulation and peace of mind to lead a more productive and happier life.
ELT materials and how to subject them to a three-phase effectiveness evaluation, pre, whilst and post using them in class, which then needs, wants and means analysis. Then I will explain how the results of these three analyses should be combined and synthesized to creation of criteria to evaluate the suitability of commercial and/or in-house course books for any particular target group based on evaluation, which I have compiled through information synthesis from some of the most seminal literature on the topic (e.g. Tomlinson, 2001, 2003).

In many EFL settings, English language education begins in preschool and continues through college. Throughout their learning trajectories, many English learners develop language proficiency to a certain functional level. Nonetheless, it has been noted that after developing foreign language proficiency, many English learners later experience some foreign language loss because English to some extent has no social function in their real lives. Therefore, developing acceptable English proficiency is difficult and challenging. However, some language learners still actively seek to maintain and develop their language skills long after they have left school. This study aims to explore the strategies employed by this group of learners in maintaining proficiency in a foreign language in Taiwan. Purposive sampling was used to select participants willing to share their proficiency maintenance experiences. Their experiences were then analyzed based on a grounded theory research design. Thematic analysis of the participants' experiences shows that while a majority of participants underwent deskilling because of lack of use, they not only sought to maintain their level of proficiency using a variety of strategies driven by their intrinsic motivation but also developed proficiency through actively using their language knowledge and skills. They created conditions conducive to maintaining proficiency, such as reviewing previously learned materials, watching target language films and actively manipulating subtitles, enjoying reading, participating in discussion groups, and using the Internet to communicate in the target language. Implications of the results of this study for foreign language education are discussed.

This research delves into the potential impacts of gamification on the motivation and engagement of hospitality management students at a university in southern Thailand. Drawing from the digital learning capabilities of MOODLE, an LMS platform widely utilized across the university, the study introduced game elements—points, levels, leaderboards, badges, and rewards—within an Online TOEIC preparation course. The course, characterized by video tutorials emphasizing test-taking techniques and practice tests, was offered to a selective group of students through convenient sampling. Despite the relevance of the TOEIC preparation course to the academic journey of the invitees, only a small percentage engaged. The findings suggest that inherent self-determination plays a pivotal role in student motivation; those intrinsically driven remained motivated regardless of game features. Yet, the introduction of gamification revealed a slight enhancement in motivation, predominantly influenced by the aesthetic appeal of the game design. Nonetheless, constraints in the design capabilities of MOODLE and the applied game elements curtailed the full potential of gamification. The results of this study were inconclusive, underscoring the need for broader engagement. Future endeavors should aim to introduce the gamified course to a more expansive audience, further exploring the multifaceted impacts of gamification within an educational context.

Informed by Bandura's self-efficacy theory, this study explores how two types of self-efficacy beliefs predict English proficiency in 60 undergraduate business students learning English as a foreign language (EFL). Participants completed a questionnaire containing two scales (Briones et al., 2009; Yamazaki & Toyama, force coming) to assess and report their perceived self-efficacy for adaption and EFL learning and use in cross-cultural contexts. Additionally, their English proficiency was measured through a standardized test administered both before and after the self-efficacy assessment. Correlational analyses revealed a positive relationship between each type of self-efficacy belief and students' actual English proficiency as assessed by the standardized test. These findings suggest that those who are more confident in their cross-cultural adaptation skills and in their foreign language use tend to have better English proficiency. The study then used multiple regression analysis to determine the extent to which these self-efficacy beliefs could predict actual language proficiency. The results confirm that they are significant predictors, accounting for some of the variance in language proficiency. The results emphasize the need for EFL instructional designs that enhance self-efficacy, proposing the integration of self-efficacy-building activities into the curricula. This approach is crucial in preparing business students for the global marketplace and contributes significantly to the EFL field by linking self-efficacy with language learning and global business readiness.

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What Is in My Steak? Ingredient Lists and Individual Preferences for Alternative Proteins in Singapore

Terry van Gevelt, Singapore Management University, Singapore

Alternative proteins (e.g. plant-based and lab-cultured meat) are seen as a sustainable solution to food security issues. In Singapore, a resource-constrained country that imports over 90 percent of its food, regulators lead the way in approving lab-cultured meat for consumption, while the private and public sectors readily endorse plant-based meat. Despite its enthusiastic embrace of alternative proteins, there remain several fundamental questions surrounding the long-term implications of alternative protein consumption in Singapore and elsewhere. Arguably the most significant question concerns long-term public health implications. This is as plant-based and lab-cultured meats are both processed products with relatively lengthy ingredient lists. The endorsement of the current generation of alternative proteins therefore stands at odds with existing public health messaging that discourages the consumption of processed foods on individual and public health grounds. Importantly, the processed nature of alternative proteins is generally not well understood by the public. This is unsurprising given that messaging tends to emphasise the sustainability and/or purported health benefits of consuming alternative proteins. I suggest that in making the decision to consume alternative proteins, many individuals are therefore doing so with insufficient information to make an informed choice. Using an experimental framework, I test this hypothesis by exploring whether the salient provision of ingredient lists affects individual preferences for alternative proteins in Singapore. My findings suggest a note of caution in advancing the transition towards alternative proteins.
Three programs were developed to increase undergraduate enrollment in psychology. In Program 1, one-credit-hour, media-intensive Weekend Seminars (WS) were offered. Modeled after professional congresses, these seminars included "Psychopaths, Sociopaths, and Serial Killers," "Sex, Drugs, and Rock n' Roll," and "Behavioral Addictions." Theoretical frameworks, "symptoms," and practical information, e.g., "how to avoid being targeted by a serial killer" and "protecting children from pedophiles" were presented. Group "problem-solving" tasks were included, e.g., attempting to identify the Gilgo Beach Killer. Student motivation for these courses included "curiosity," "need" for credit hours, and "interest" in psychology. In Program 2, the International Psychology Congress Program (IPCP) was developed enabling advanced psychology majors to earn three-credit-hours attending conferences. Cultural immersion opportunities were provided. Post-congress, students developed a research proposal to operationalize in a follow-on course. In Program 3, a "psychology and social justice" course was developed with students intervening to help refugee youth in Lebanon. More than 50% of students enrolled in the IPCP have attended graduate school in psychology or a related field; a majority of the remaining students took employment in the field. This presentation will help attendees identify topics of interest for students, create these courses, and assess their impact on student satisfaction and interest in psychology and the neurosciences.

Children in multicultural societies are exposed to people of the same (in-group) and different (out-group) ethnicities from a young age. However, little is understood regarding the parent-child mechanisms that transpire when dyads view and discuss stories about different ethnic groups. Here, we presented pairs of Singaporean Chinese mothers and their 4-to-6-year old children with three narrated preschool stories: (1) Chinese New Year celebrations (in-group), (2) Deepavali celebrations (out-group) and (3) a multicultural condition featuring characters of different ethnicities in a neighbourhood setting (mix of in-group and out-group). Mother-child dyads wore a 20-channel fNIRS cap with a prefrontal cortex (PFC) montage while viewing and discussing each story for 5min. In the discussion task, mothers were prompted to ask their child whether and why they would help the protagonist in each story. Preliminary results indicate that, during the discussion task, mothers showed heightened brain activity towards the multicultural condition, compared to the other conditions, in the right anterior PFC which oversees the retrieval of explicit memory to be used in speech. In children, the same pattern was observed, where children showed greater brain activity in the multicultural condition, compared to the other conditions, in the left dorsolateral PFC which controls cognitive tasks such as planning and reasoning. No significant differences between in-group and out-group conditions were observed. Findings from this study suggest that the multicultural condition stimulated greater cognitive engagement in dyads, where mothers potentially referred to previous experiences in multicultural settings to facilitate discussions surrounding moral reasoning with their children.
Thursday Onsite Parallel Session 3
Psychology and Education
Session Chair: Joyce S. Pang

13:05-13:30
77667 | Empowering Learning: The Role of Metacognition in Competency Development
Margarita Auli Giraldo, Aix-Marseille University, France
Jean-François Herold, Aix-Marseille University, France

Since 2017, Aix-Marseille University has been undergoing a pedagogical transformation to a Competency Based Approach, focusing on improving students' self-regulated learning abilities. This approach shifts from conventional evaluation systems to emphasize on the assessment of both students' performance and the cognitive processes behind it. In our pursuit of enhanced pedagogical practices, we've recognized the importance of anchoring our practice in Self-Regulated Learning (SRL) theories and metacognition. Metacognitive skills enable students to effectively plan, regulate, and monitor learning activities, leading to the development of the expected competencies in their curriculum. To support this shift, we've developed the "Reflexive Questions (RQ)" pedagogical tool, based on our Metacognitive and Self-Regulated Model of Competency (MSRMC). This innovative tool has been designed to address the complexity of assessing and certifying competency development. In practice, students in the Science program used the RQ tool to reflect on their metacognitive knowledge, experiences, and abilities at different stages of their courses: the beginning, middle, and end (PRE, PER, and POST-performance). RQ provides valuable insights into the cognitive processes underpinning competency development, benefiting both students and teachers. When assessing students' competency development levels, teachers consider not only traditional performance assessments but also the students' responses to the RQ tool. This comprehensive approach ensures a robust assessment of competency and supports its ongoing development. Through this action research initiative, the implementation of the RQ tool is expected to significantly contribute to enhancing metacognitive and SRL skills, fostering a deeper understanding and mastery of competency within our educational context.

13:30-13:55
75345 | Cognitive Augmentation Through Game Dynamics: The IMLS Variant of Mathesso and Its Implications for Mathematical Intuition Enhancement
Tomáš Benka, Independent Scholar, Czech Republic
Leonard Bernau, Independent Scholar, Czech Republic
Kevin Jagr, Independent Scholar, Czech Republic
Karel Janecek, Independent Scholar, Czech Republic
Filip Paulu, Independent Scholar, Czech Republic

In this study, an interdisciplinary approach is undertaken to analyze the IMLS (Inverse Mathesso with Lowest Sum) variant of the Mathesso board game, fusing principles from mathematics and cognitive psychology. Retaining the token system of the original, the IMLS introduces distinct cognitive and psychological benefits. Enhanced activation of reverse synaesthesia underpinned by cognitive psychology research contributes to the systematic augmentation of memory retention capabilities. Additionally, the IMLS stimulates anticipatory abilities across multi-faceted logical layers, including contradictory ones. The game's 'inverse complexity', observed as players advance, emphasizes the strategic objective of achieving the lowest token sum, diverging from the original Mathesso's approach. This shift fosters unconventional extensions in logical reasoning. The IMLS not only amplifies mathematical intuition but, supported by psychological study, showcases implications for real-world logical applications and cognitive processing patterns. A key feature of the IMLS setup is the initial exposure of the tokens' colored sides, setting a primary probability distribution for token pairs at 50/50, dynamically adjusting as gameplay evolves.

13:55-14:20
78019 | Case Study: Overview of the Motivation of a Person with Mental Retardation to Memorize the Qur'an
Ega Nurratul Jannah, Gadjah Mada University, Indonesia

People with mental retardation, who have long been seen as having limited abilities, are actually able to memorize the Qur'an well and recite verses of the Qur'an fluently. This phenomenon is interesting to reveal further, especially in terms of intrinsic and extrinsic motivation in order to find out the factors that influence it. This qualitative research is a limited exploration (bounded system) to one case. In-depth data mining through various sources of information was carried out through observation and in-depth interviews. This research found that the intrinsic motivation aspects of subjects with mental retardation met the indicators of ideals and hopes, but did not meet the interest indicators and intrinsic motivation aspects. Meanwhile, extrinsic motivation in the subject meets the indicators: reward, sanctions, competition, and environment. This research also identified the existence of factors that encourage and inhibit motivation. Driving factors: parental support, rote repetition method, competition, enjoyment of memorizing, modeling and motivating stories. Inhibiting factors: intelligence, emotions, and dependence on other people. The entire inhibiting factor is a side that is difficult to separate from people with mental retardation. This research will contribute to understanding how extrinsic motivation greatly influences the development of people with mental retardation and increases driving factors, as well as reducing inhibiting factors in the positive development of people with mental retardation. People with mental retardation can also achieve with the support of intrinsic and extrinsic motivation.

14:20-14:45
78673 | Assessing Motives Using Natural Language Processing (NLP) Techniques: An Investigation of the Co-occurrence of Motives and Emotions
Joyce S. Pang, Nanyang Technological University, Singapore
Hiram Ring, Nanyang Technological University, Singapore
Aretha Wan, Nanyang Technological University, Singapore
Alexa Khoo, Nanyang Technological University, Singapore

Motives and emotions are essential components of the inner experience, and emotions provide feedback about the progress and significance of an individual's motivated actions. However, since the continuous stream of emotional and motivational experiences makes it difficult to access these concepts consciously, this in turn makes them difficult to assess using self-report methods such as questionnaires, requiring "at a distance" measures such as implicit-motive coding (Schultheiss & Pang 2007) which are time-consuming and impractical for continuously streaming data. The advent of machine learning reveals a potential approach for assessing motivation and emotions at the same time, and identifying their patterns of co-occurrence in different motivationally relevant contexts. In this presentation, we report on the development of a machine learning tool for assessing implicit power, achievement, and affiliation motivation in various natural language contexts (e.g., emails, stories, social media data, newsletters, etc.), and compare its performance with hand-coded data that tracks implicit motives in 3,944 emotion-tagged Tweets from four World Cup matches, identifying significant correspondences between implicit motives and emotion (need for power negatively correlated with eagerness/joy; need for achievement negatively correlated with fear/sadness and positively correlated with eagerness). Such findings highlight the differential pattern of emotional reactions relative to personality, which has broader implications for understanding congruence of personality and emotional expression in other linguistic contexts. We discuss our findings under the larger question of whether natural language processing provides an effective means of investigating the co-occurrence of motive and emotion imagery at scale.
Thursday Onsite Parallel Session 4

Session Chair: Josefina Ochoa

15:00-16:40 | Room 607

Psychology and Education

15:00-15:25

78672 | Exploring the Association Between Teachers’ Childhood Trauma and Student-Related Burnout: The Mediating Role of Emotion Dysregulation and Emotional Self-Efficacy
Matteo Angelo Fabris, University of Turin, Italy
Claudio Longobardi, University of Turin, Italy
Shyan Lin, University of Turin, Italy

Despite the significance of teacher-student relationship, teachers may face the risk of developing burnout in their interactions with students. Understanding the risk factors associated with student-related burnout (SRB) is crucial for implementing effective prevention and assessment strategies. This research focuses on the relationship between teachers’ childhood trauma (T_CT) and SRB, considering the role of trauma in rendering individuals more susceptible to stress and burnout. Our sample consisted of 1363 K-12 teachers (1204 female, 87.2%, aged 21–69 years, M= 46.69, SD= 10.29) who completed an anonymous online questionnaire measuring T_CT, SRB, emotional self-efficacy, and emotional dysregulation. Our findings revealed a significant positive association between T_CT and SRB, both directly and indirectly. Specifically, T_CT is positively linked to SRB, and this relationship is mediated by emotional self-efficacy and emotional dysregulation (including simple and chain mediating effects). Notably, T_CT correlated with lower level of emotional self-efficacy and higher level of emotional dysregulation, which, in turn, were associated with more SRB, respectively. Furthermore, our data revealed the chain mediating roles of emotional self-efficacy and emotional dysregulation in the relationship between T_CT and SRB. Our study establishes a potential link between T_CT and SRB, suggesting that this connection may be mediated by emotional self-efficacy and emotional dysregulation. This implies that teachers with a history of childhood trauma may be at a higher risk of developing SRB due to a diminished ability to recognize effective regulation strategies and elevated levels of emotional dysregulation.

15:25-15:50

79189 | The Contribution of Mindfulness Long Term Training on Personal and Professional Coping for Teachers Living in a Conflict Zone
Tal Litvak Hirsch, Ben Gurion University of the Negev, Israel

It has been suggested that mindfulness training can provide teachers with coping mechanisms and influence their perceptions of self and other; however, how does mindfulness help teachers cope in a stressful security situation both as Israeli citizens who live in a war zone and as teachers who are responsible to their students’ lives? This is the unique objective of this paper. Fifteen female teachers, who live and work in the western Negev and which completed a two-year mindfulness training, were interviewed. A thematic analysis was used in order to trace the main themes. Interviewees reported that their coping process heightened as a result of being able to put aside intrusive thoughts and feelings that used to paralyze them and focus on active coping focused on what is needed to do promptly in class in times of danger. Most also noted a more accepting attitude of themselves, decrease of self-criticism or blame as for what they have should or should not have done when facing a stressful situation. In relation to their students, they were more empathetic to the behaviors and emotions expressed by their students and reported being more compassionate. The results will be discussed through the prism offered by Lazarus and Folkman (1991). Psychological implications of the outcomes of mindfulness training for teachers living in areas under the shadow of war will be suggested.

15:50-16:15

77029 | Australian Teachers’ Conceptualisations of Wellbeing at Work: A Prototype Analysis
Duyen Vo, Monash University, Australia
Kelly-Ann Allen, Monash University, Australia
Andrea Reupert, Monash University, Australia

Given increasing teacher shortages, stress and burnout, and the decline of student wellbeing worldwide, there is growing acknowledgment of the importance of prioritising the wellbeing of teachers in education. However, defining teacher wellbeing and understanding the relative importance of its components remain a challenge. The study used a three-phase prototype analysis to investigate whether Australian teachers consider some components of wellbeing as being more representative of the concept than others; and if so, which are most and least important. In Phase 1 (n = 138) wellbeing features were generated while in Phase 2 (n = 438) the most central and peripheral components were identified. Phase 3 (n = 418) confirmed the recognition of central components in a cognitive task. Findings revealed that there is a closest representation of the concept of teacher wellbeing at work with central components, including feeling safe, supported, valued, trusted and achieving work/life balance. The results of this study provide valuable insights for schools and policy makers interested in developing strategies and interventions to enhance the educational environment so that all teachers can thrive.

16:15-16:40

78135 | Construction of Solidarity Scale from the Perspectives of Adults and Select Department Heads
Josefina Ochoa, Bulacan State University, Philippines
Bernadette Yalong, Bulacan State University, Philippines
Jennifer Ignacio, Bulacan State University, Philippines

Solidarity is a construct that is worthy to expound, measure and apply in workplaces to yield a more cohesive workforce guided by common values and mutual concern (Frega, 2019). The psychological construct refers to the value of agreeing, uniting, and harmonizing with others to attain actualized state of being as one with others in worthwhile toil and values (Taylor-Gooby, 2011). The study validated a solidarity scale and put in the design of a solidarity web and polygraph. The web and technology were anchored on the behavioral activation system which posits activation of the physiological makeup when individuals detect a signal from the environment. The study employed mixed methods of qualitative and quantitative data analysis in the construction and validation of solidarity scale particularly embedded design as quantitative and qualitative data are collected simultaneously. The qualitative data were taken from seven (7) selected department heads which underwent transcriptions, coding and thematically analyzed. The quantitative data came from a survey of pooled items with the integration of the themes to confirm the facets of solidarity as affectual, associational and functional solidarity from 279 adults’ participants employing principal components analysis. Findings confirm distinct facets of solidarity as affectual – 15 items, associational – 12 items and functional – 9 items. Themes revolved around shared decision making, openness to change, and timeliness. A solidarity web would contain behavior activated given work circumstances. A solidarity polygraph would have features similar to a lie detecting equipment. Implications for human resource development are forwarded.

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Aging and Gerontology
Session Chair: Yinkai Zhang

09:15-10:55 | Room 608
Thursday Onsite Parallel Session 1

How Patterns of Intergenerational Support Received Predict Future Provision of Care? Evidence from China
Yinkai Zhang, The University of Hong Kong, Hong Kong
Yu-Chih Chen, The University of Hong Kong, Hong Kong

Intergenerational support refers to the exchange of financial, emotional, and physical support between generations. The types of support that older adults receive can influence their willingness to provide care in the future. However, there is limited knowledge about the different patterns of support that older adults receive. Examining these patterns can provide insight into how older adults contribute to future financial, emotional, and physical support. Using data from 5,388 older adults aged 60 and older from the China Health and Retirement Longitudinal Study, latent profile analysis was used to explore the patterns of received support. The associations between the patterns and provisions of financial, emotional, and physical support were examined using lagged OLS regression. Results showed that three patterns of received support were identified based on financial and physical aspects: financially and physically disadvantaged (low financial and physical support), engaged but financially disadvantaged (low financial but high physical support), and engaged but physically moderate (high financial and medium physical support). Compared to the financially and physically disadvantaged group, those who were engaged but financially disadvantaged offered more financial and emotional support but less physical support, whereas engaged but physically moderate groups are more likely to provide emotional care. Findings suggest that policies and programs should consider the different patterns of support that older adults receive to promote more balanced support across different generations.
Thursday Onsite Parallel Session 2

**Loneliness**

**Session Chair:** Ilze Slabbert

**11:10-11:35**

78960 | **Hospital Social Marketing and Agenda Setting Research on Elderly Subjectivity**

Ying-Ying Chen, National United University, Taiwan

In response to the aging population in Taiwan, this study conducted a case study on a long-term care institution, specifically a nursing home. Utilizing the dynamics of interactive groups based on symbiosis and collaborative learning at the operational level of subjectivity theory, the research employed agenda-setting theory in activity design. A total of twelve residents and 20 nursing home staff and workers, including management, volunteers, interns, and caregivers, participated in this research activity, engaging in discussions on elderly-centered agenda setting and observing social marketing activities. After conducting case analysis, interviews, and social activities, emotional cues and contact/reaction points were identified as persuasive means. Subsequently, a promotional video was created, emphasizing the nursing home’s unique strategy in promoting subjectivity. This advertisement addressing issues related to the aging population was part of a social marketing initiative, targeted towards both the nursing home administration and residents. The research findings indicated that staff believed that increasing transparency, support, and a sense of trust were positively correlated with enhancing participants’ subjectivity motivation. Following participation in the activities, residents showed a positive correlation between knowledge, confidence, and the importance of subjective issues, facilitating opportunities for successful aging subjectivity. Over 60% of residents and over 70% of staff believed that these activities contributed to the hospital’s positive social image.

**11:35-12:00**

77219 | **Classification and Effectiveness of Activity Intervention for Elderly with Dementia: A Case Study of the S Facility in Hangzhou**

Yong Wu, Zhejiang University of Technology, China

Lingzhi Liu, Zhejiang University of Technology, China

In China, the care of elderly with dementia is mostly efficiency-centered and institutionalized, and the elderly have nothing to do in everyday life. In order to enhance the social experience of the elderly and improve their mental state, the researchers used activity intervention as one of the non-drug intervention methods in the S facility in Hangzhou, and guided the elderly to participate in various types of activities according to the situation of the facility. This study analyzed the social behaviors of the elderly in different activities, as well as the preferences of different types of elderly for activities, and demonstrated the effectiveness of various activities in the intervention process, providing references for the selection and design of activities in the intervention for facility managers. The methods include behavioral observation, map annotation, and face-to-face interview.

**12:00-12:25**

76995 | **Living Alone but Connected: A Case for "Ageing-in-Networks"**

Vincent Chua, National University of Singapore, Singapore

Chen-Chieh Feng, National University of Singapore, Singapore

Elaine Lynn-Ee Ho, National University of Singapore, Singapore

The concept ‘ageing-in-place’ implies spatially defined groups of seniors knowing each other in the context of intimate home and neighbourhood settings. By contrast, we propose a more relational definition of community—or “ageing-in-networks”—to corroborate with growing evidence that seniors are navigating social networks that ramify beyond the fixed containers of place. The reality is that seniors’ social networks comprise a variety of ties to family, neighbours, co-workers, friends, and acquaintances to whom they are strongly and weakly tied, and with whom they share a variety of resources. Turning to the much-discussed theme of loneliness, a spatial definition of community assumes—logically but inaccurately—that spatial isolation (i.e., living alone) must mean social isolation (i.e., being alone). However, an “ageing-in-networks” perspective examines living alone as a component of a larger constellation of social relationships. Survey data on seniors between ages 60 and 95 in two Singaporean neighbourhoods—Hougang and Taman Jurong—supports a relational view of community, where seniors who live alone, but who have ties to at least one person outside the household, strong or weak, are less likely to experience feelings of loneliness.

**12:25-12:50**

77689 | **Are Older People Actively Aging or Part of the Forgotten Generation?**

Ilze Slabbert, Stellenbosch University, South Africa

Background and Rationale: The question of whether older persons are actively aging or forgotten and neglected is a pressing one extremely relevant in this time, where there are many more older people than several decades ago. Statistics indicate that by 2030, one in every eight people will be over 60 (WHO, 2022). Presently, there are more people over 60 years of age than children under 5 worldwide. Referring to these great demographic shift towards older people than young children, several authors (Chonody & Wang, 2014; Duarte, 2018; Vespa, 2018) refer to a greying population. The increased life expectancy of people often results in social isolation and diminished wellbeing. Different interventions such as health care, social work and psychological services should be implemented to reduce the isolation of older people. The World Health Organization developed a framework for active aging to enhance older people's wellbeing with health, participation and security as the basic pillars (WHO, 2002).

Goal: The goal of the study is to explore if older persons are actively aging or whether they are forgotten and neglected.

Research Methodology: A qualitative approach is followed of an exploratory and descriptive nature. The sample consists of older people, as well as service providers in the Gerontology field. Data is collected by means of semi-structured interviews.

Results: This study is still ongoing, but literature, as well as preliminary results, indicate that older people are often forgotten and not actively aging. Furthermore, the active aging framework is not sufficiently utilized.
Thursday Onsite Parallel Session 3

Aging and Gerontology

Session Chair: Sadananda Sahoo

13:05-13:30

77073 | Longitudinal Productive Trajectories of Chinese Older Adults

Xinyi Chen, National University of Singapore, Singapore

Productive aging encourages older adults to continue engaging in productive activities after retirement. While many studies with Chinese data discuss this Western concept, its fit for the Chinese context is debated. Moreover, scant attention has been given to the combination of different types of activities simultaneously and the potential shifts throughout the "post-retirement" years. To fill these gaps, this study adopts data from the China Health and Retirement Longitudinal Study (CHARLS) to understand the trajectories of productive aging among Chinese older adults. Employing the growth mixture modeling, five distinct trajectories – caregivers, double-burden carriers, low engagers, declining workers, and steady workers – are identified to encapsulate the dynamic productive statuses of this population. Findings highlight the consistent role of caregiving among the elderly, especially in the caregivers and double-burden groups, while work engagement generally shows a declining trend. Notably, traditional gender roles play a pivotal role, with women being less likely to engage in work compared to men. Socioeconomic determinants, particularly rural household registration (hukou) status, influence the productive aging process, prompting considerations on voluntariness of post-retirement working. Additionally, family dynamics, wealth, and health are found to exert significant influences on these trajectories. This research underscores the necessity of a nuanced, culturally-sensitive understanding of productive aging, with implications for policy and future research. Findings and perspectives of this study resonate with other Asian contexts where cultures and norms regarding old age productivity differ from their Western counterparts.

13:30-13:55

76909 | Gender Differences Across Lifecourse Socio-Economic Position and Cognition in Late Life Among Older Adults in India

Sasanka Boro, International Institute for Population Sciences, India

Objective: To examine the sex differences in the association between socioeconomic position (SEP) over the life course and cognitive function in later life. Two alternative models were assessed: the "direct effect model" where temporarily distinct measures of SEP have only direct effect on older adult's cognition and the "indirect effects model" where the effect of early life SEP are mediated through later life measures of SEP.

Methods: Data from the Longitudinal Aging Study in India (2017–2019) were used in the analysis. The sample included 23,584 individuals aged 60 years and above (11,403 men and 12,181 women). Cognitive function was assessed as a latent construct composed of immediate and delayed word recall, orientation, executive functioning, arithmetic ability, and object naming. Structural equation model were used to compare the fit of direct and indirect effects model, and quantify different measures of SEP on cognition.

Results: Significant gender differences in mean cognition scores (men: 25.8, women: 21.1; on a scale of 0–43) were observed. The indirect model provided a better fit to the data. Childhood SEP had no direct effect on cognition but had substantial 'indirect effect', mediated through adult SEP. 78.4% of the effect of education in men and 100% in women was indirect.

Conclusion: In India, lower levels of early-life human capital investments in nutrition and education among women compared with men are associated with a female disadvantage in late-life cognitive health. This has important implications for public health policy, aiming at reducing the risk of cognitive decline.

13:55-14:20

77118 | Aging and the Gender: The Migration Policies of India

Sadananda Sahoo, Indira Gandhi National Open University, India

Aging population has both direct and indirect impact on international migration. It influences the demand and supply, composition, direction, skills and knowledge of migrants and so on. Aging population reduces the work participation and productivity of a population and create demand for migrant worker to keep the economy going. UN DESA (2019) data projects that many advance countries in Asia and Europe will have more than 30% of their population aged over 65 by 2050. Many traditional migrant sending countries such as China may not be able to afford out-migration owing to their own negative population growth and aging population. Aging population need more healthcare and other support for which there is demand more healthcare and care workers and hence more women migrants. It is in this context; the paper tries to (1) investigate the challenges and opportunities unfolding for India in the context of international migration to various destination countries; (2) The policy challenges arising out of independent female migrants. This paper relies on secondary sources such as various official reports and studies such as UN. The paper examines and conclude that migration governance is an important area for India's development in a globalised world and being a largest source country for migration. The need of time is to have a more gender sensitive and enabling migration governance framework rather than being restrictive and protective. The paper throws light on historical experiences of gender migration from India to provide insights into the migration governance that is sustainable and...
Aging and Gerontology

Session Chair: Vincenza Frisardi

Thursday Onsite Parallel Session 4

15:00-16:15 | Room 608

Enhance Mobile Health (mHealth) for Older Adults in the New Decades

Venus Hiu Ying Ngai, Hong Kong Metropolitan University, Hong Kong

Mimi Mun Yee Tse, Hong Kong Metropolitan University, Hong Kong

Background: Based on the Hong Kong census data, the proportion of residents over 65 years old is projected to expand from 19.6% in 2021 to 36% in 2046. This highlights that healthcare expenditure will significantly rise due to the ageing population. Given Hong Kong has advanced technology and a high rate of ownership of internet-enabled mobile devices per capital, which presents an opportunity to promote mobile health (mHealth), educating consumers about preventive healthcare via mobile phones, as a future approach to promote health literacy throughout the community.

Method: A cross-sectional survey was conducted between September 2022 and February 2023 to investigate smartphone habits and preferences among the adults aged 65 or above. There were 360 older adults from 18 districts across Hong Kong joined our study. Over 90% owned one smartphone. The findings also revealed that 55% of the participants actively sought health-related information through smartphones, and almost 80% spent over six hours browsing health-related information daily. These results suggest mHealth is a viable alternative to traditional strategies like printed materials and broadcasts in health education and health promotion.

The next step is to establish a web-based platform to integrate educational information from various professional and government websites, as well as develop health promotion program via online platform. It can serve as a hub for delivering health-related seminars on smartphones, and almost 80% spent over six hours browsing health-related information daily. These results suggest mHealth is a viable alternative to traditional strategies like printed materials and broadcasts in health education and health promotion.

The main goal of this article is to propose a framework where game developers, industry, and healthcare professionals may move forward to understand the needs of older adults in the context of a fast digital society. In 2022, almost 74% of older adults in Japan used smartphones to access the internet comparable to their Italian peers. The impact of gamification on health outcomes with older adults is encouraging, but there is still a lack of knowledge about how digital applications may promote successful aging. Methods: Starting from a literature evaluation in the principal databases in this field, we identified 7 themes that pivoted a framework to adapt technology, healthcare practice, end-users’ needs, and business process strategies for the digital economy. Eligible criteria: last 5 years, age ≥65 years old, papers written in English. Exclusion criteria: gamification in another setting. User-centered simplified design, aging and disease-aging related needs, technology factors, a late-life human-technology interaction, the endorsement of healthcare professionals, and the development of digital practitioners specialized in healthcare apps, are fundamental elements to build a useful, non-invasive but effective digital gamified applications to increase healthy and active aging for our senior citizens embedded in an evolutionary digital business.

In a co-participatory research approach, game developers, psychologists, geriatricians, and end-users, have to integrate human and tech perspectives within this comprehensive Tech-Human-Health framework in geriatrics that could be useful to the modern app industry in creating business strategies for person-centered adapted solutions by making seniors digitally confident and “on board”.

With the global population ageing, older adults face increasing health challenges. Mobile applications offer a cost-effective and accessible solution to help them maintain independence and promote health. The mobile app, iHealth Screen, was designed for preliminary self-help health screening in older adults without time and location boundaries. It incorporated 11 common geriatric assessments with test results, educational videos, community resources and a comprehensive health report. Both quantitative and qualitative methods were used to gather feedback. In face-to-face iHealth Screen workshops with 225 participants, 96% expressed intent to continue using the app, and 95% would recommend it to others. Over 90% reported that the app improved their understanding of their health condition. Nine focus groups with 45 participants revealed that older adults’ health literacy was enhanced through iHealth Screen, and the app’s resources and interactive videos facilitated healthy ageing. Caregivers found it conducive to open discussions with older adults, reducing caregiver stress and increasing their confidence in providing care. The app's reporting feature allowed caregivers to monitor health conditions and seek professional advice. iHealth Screen has improved the efficiency of health screening for older adults and is a cost-effective tool for the ageing community. It empowers older adults and caregivers in health care monitoring and enhances health literacy. On a broader scale, iHealth Screen has potential for district-based use in elderly centers to better understand older adults’ conditions and allocate resources effectively.

Successful Aging in a Faster-Evolving Digital Society: A Tech-Human-Health Framework for Gamification and Digital Games

Applications

Vincenza Frisardi, Institute of Clinical Research and University Hospital, Italy

Giuseppe Gallo, IRCCS-AOUBO, Italy

Maria Lia Lunardelli, IRCCS-AOUBO, Italy

Mathias Schlögl, Klinik Barmelweid AG, Switzerland

The main goal of this article is to propose a framework where game developers, industry, and healthcare professionals may move forward to understand the needs of older adults in the context of a fast digital society. In 2022, almost 74% of older adults in Japan used smartphones to access the internet comparable to their Italian peers. The impact of gamification on health outcomes with older adults is encouraging, but there is still a lack of knowledge about how digital applications may promote successful aging. Methods: Starting from a literature evaluation in the principal databases in this field, we identified 7 themes that pivoted a framework to adapt technology, healthcare practice, end-users’ needs, and business process strategies for the digital economy. Eligible criteria: last 5 years, age ≥65 years old, papers written in English. Exclusion criteria: gamification in another setting. User-centered simplified design, aging and disease-aging related needs, technology factors, a late-life human-technology interaction, the endorsement of healthcare professionals, and the development of digital practitioners specialized in healthcare apps, are fundamental elements to build a useful, non-invasive but effective digital gamified applications to increase healthy and active aging for our senior citizens embedded in an evolutionary digital business.

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Integrating Artificial Intelligence (AI) Technologies in addressing the complex challenges within the realm of mental health. It aims to navigate barriers associated with cost-efficiency, accessibility, and product development. The objective of this study is to formulate a strategic framework enabling mental health solution providers to reduce costs while accommodating the diverse needs and preferences of individuals.

Employing a qualitative research design, this study seeks to comprehensively explore the multifaceted dimensions of the research problem. It intends to substantiate the relationship between AI technology and connectivity in the context of mental health through rigorous investigation. Focused group discussions will be conducted to gauge public sentiment and perceptions regarding the utilization of AI technology in mental healthcare. Additionally, an analysis of claims data, if available, will offer insights into various aspects such as the number of claims, patient visits and expenditure from both patients and insurers.

The anticipated outcome of this research is to provide empirical evidence demonstrating the impact of AI integration on mental health solutions. It aims to furnish actionable guidance for businesses within the mental health sector to curtail costs and cater to the diverse needs of individuals. Furthermore, it aspires to yield a nuanced understanding of public attitudes, concerns and willingness to embrace AI-based solutions in mental healthcare.
A Pill for Fake News? Initial Studies on Pharmacological Modulation of Susceptibility to (Mis)information

Rafal Rygula, Maj Institute of Pharmacology Polish Academy of Sciences, Poland

Marital therapy intervention-based research in India is limited and there is paucity of interventions designed to accommodate the cultural complexity of India. The current research shares a new model of intervention called I-ATTACH (Indian model for Attunement To Tackle Active Conflict And Helplessness with married couples) designed by the authors through a preliminary investigation of therapeutic practices of a sample of clinical psychologists and a review of literature. This model, developed through assimilative integration, uses principles and frameworks based on humanistic-existential and systemic approaches. It utilizes a combination of skill based interventions which are prescriptive and for use outside therapy sessions and has a focus on evocative experiences within sessions to help couples engage in a process of self-appraisal and enhance attunement. The paper shares the results of the application of this intervention with 2 couples. The evaluation of the intervention has been done through pre- and post-test assessment using the Locke and Wallace Marital Adjustment Test and a 5-point scaled measure comprising 5 questions designed by the researchers. An additional 10 item semi-structured questionnaire has been used post the intervention to understand the couple's experience of the intervention, acquisition of skills, and development of mutual understanding. The analysis of results indicates the intervention is effective as reflected by changes in the scores on quantitative measures post the intervention and subjective reports obtained from the couples. Continued evaluation of this model will help in ensuring utilization of a methodology that is proven to be effective with the Indian population.
Asian American women's shifting refers to a coping strategy employed by some women of color to alter their self-presentation in response to perceived racism. To capture this phenomenon, a scale was developed using literature review, interviews with focus groups, feedback from cultural experts, and a national sample of self-identified Asian-American women. Factor analysis resulted in a 12-item scale that captured three key elements of shifting among Asian American women: White Beauty Conformity, Bicultural Shift, and Asian Language/Culture Avoidance. A subsequent study used this scale to test the relationship between shifting and mental health outcomes. We found that shifting mediated the link between the microaggressions experienced by Asian American women and their experiences with racism, both subtle and blatant. A convenience sample of Asian American adult women completed the aforementioned shifting scale (AsAWSS) along with a gendered racial microaggressions scale for Asian American women (GRMSAAW), and a subtle and blatant racism scale for Asian American college students (SABR-A2). Using a structural equation model, we found a partial mediation effect. Experiences with gendered racial microaggressions were linked to more shifting, which in turn, were associated with greater perceptions of both subtle and blatant racism. These findings elucidate the ways in which shifting can be a coping mechanism used by some Asian American women, but one that is not without its own psychological liabilities.

The present study represents the first attempt to examine a moderated mediation model of appearance-related self-conscious emotions and self-esteem in the relationship between body mass index (BMI) and food preoccupation in healthy adult women. On the basis of previous findings, we put forward the following hypotheses: Appearance-related self-conscious emotions mediates the relationship between BMI and food preoccupation (H1); Body-related shame (H2a) and body-related guilt (H2b) mediate the relationship between BMI and food preoccupation in women with lower levels of self-esteem. The sample included 407 healthy adult women (Mage = 32.61, SD = 11.66; MBMI = 24.21, SD = 4.92). They completed the paper-and-pencil questionnaires: the Body and Appearance Self-Conscious Emotions Scale, the Eating Attitudes Test–26 and the Rosenberg Self-Esteem Scale. We estimated a simple mediation and a moderated mediation models using the PROCESS macro (Model 4 and 7; Hayes, 2017). Our findings revealed that appearance-related self-conscious emotions partially mediates the relationship between BMI and food preoccupation in healthy adult women (H1 was supported). In women with a low or average level of self-esteem, higher BMI was related to higher body-related shame, which, in turn, was associated with higher levels of food preoccupation (H2a was supported). Whereas, when body-related guilt was a mediator the conditional indirect effect was not significant (H2b was not supported). Self-esteem serves as a protective factor against body-related shame related to higher BMI and, as a result, against food preoccupation in healthy adult women.

Aging is a complex and multifactorial process. The current research is focused on mattering in older people. Mattering is the feeling of being important to others in ways that give individuals the sense that they are valued and other people care about them. However, for many aging brings about the loss of self-esteem and they feel useless, deprived, and unwanted. We have used the Rosenberg Self-Esteem Scale and Partial Least Square Structural Equation Modelling technique for evaluating the level of self-esteem in senior citizens of Pakistan. The results reveal a strong association between the predictor and the criterion variables, supporting the view that the social integration construct is the strongest determinant of self-esteem in old age. Based on the results, we can argue that socio-economic status, social relationships, daily activities, and self-reported health have a direct association with the self-esteem of elderly people.
Thursday Onsite Parallel Session 4

Aging and Gerontology

Session Chair: Feng-Shuo Chang

15:00-15:25
76810 | Adaptation and Validation of the Perceived Community Support Questionnaire (PCSQ) for Older Chinese Adults
Run-Ping Che, The Chinese University of Hong Kong, Hong Kong
Mei-Chun Cheung, The Chinese University of Hong Kong, Hong Kong

Community support has a profound positive impact on older adults’ health and plays a crucial role in facilitating aging in place. This impact is particularly significant in the Chinese context, where community support contributes to alleviating the pressure of traditional family caregiving. This study aimed to translate, adapt, and validate the perceived community support questionnaire (PCSQ) among older Chinese adults. Data for this validation study were collected from a cross-sectional survey of 1,064 older Chinese adults aged 65 years or above. Following the cultural adaptation of the PCSQ-14, confirmatory factor analysis (CFA) was conducted to examine its factor structure. Criterion validity, convergent and discriminant validity, internal consistency reliability, and test-retest reliability of the scale were also assessed. The adapted PCSQ-14 yielded a three-factor solution consisting of community integration, community participation, and the use of community organizations based on the results of CFA. Criterion-related validity was supported by its significant correlation with depression. Convergent and discriminant validity were established in the scale. The internal consistency of the scale was 0.904. The test-retest reliability of the scale was supported by an intraclass correlation coefficient of 0.783. Discussion and Implications: The adapted PCSQ-14 demonstrated promising psychometric properties in assessing perceived community support among older Chinese adults. The PCSQ-14 enables researchers to capture a comprehensive picture of how older adults perceive community support. It also helps practitioners and policymakers develop targeted interventions for older adults and allocate resources effectively.

15:25-15:50
76418 | Exploring Multimorbidity Clusters in Relation to Healthcare Use and Its Impact on Self-Rated Health Among Older People in India
Abhishek Anand, International Institute for Population Sciences, India

Background: The current study aimed to empirically identify multimorbidity clusters in relation to healthcare use and to examine whether healthcare use improves the self-rated health (SRH) of people with different multimorbidity clusters. Data and Methods: This study extracted information from cross-sectional data of the first wave of the Longitudinal Ageing Study in India (LASI), conducted in 2017-18. The study participants were 31,373 people aged ≥ 60 years. A total of nineteen chronic diseases were incorporated to identify the multimorbidity clusters using latent class analysis (LCA) in the study. Multivariable logistic regression was used to examine the association between identified clusters and healthcare use. A propensity score matching (PSM) analysis was utilised to further examine the health benefit (i.e., SRH) of using healthcare in each identified cluster. Results: LCA analysis identified five different multimorbidity clusters: relatively healthy (68.72%), metabolic disorder (16.26%), hypertension-gastrointestinal-musculoskeletal (9.02%), hypertension-gastrointestinal (4.07%), complex multimorbidity (1.92%). Older people belonging to the complex multimorbidity [aOR 7.03, 95% CI: 3.54 - 13.96] and hypertension-gastrointestinal-musculoskeletal [aOR 2.27, 95% CI: 2.74 - 3.91] clusters were more likely to use healthcare. Using the nearest neighbour matching method demonstrated that healthcare use was significantly associated with a decline in SRH in each multimorbidity cluster. Conclusion: Our findings support the creation of clinical practice guidelines (CPGs) focusing on a patient-centric approach to optimize multimorbidity management in older people. Additionally, findings suggest the urgency of inclusion of counseling and therapies for addressing well-being when treating patients with multimorbidity.

15:50-16:15
77067 | Nursing Competencies of Home Care Nurses in Taiwan: A Qualitative Descriptive Study
Ching-Man Wu, Fooyin University, Taiwan
Ya-Ting Wu, Pingtung Veterans General Hospital, Taiwan
Pei-Fong Chia, Pingtung Christian Hospital, Taiwan

This study aimed to explore the competencies of home care nurses and identify their dilemmas through job descriptions and experiences. The study employed a qualitative descriptive research design with purposeful sampling. Twenty-two nurses were recruited from 13 home care agencies. Each had an in-depth interview. Content analysis was performed following the guidelines of qualitative research. The data generated six themes to identify the entry standards, caring attitudes, and competencies for home care services. Six themes were "Toughness is the entry prerequisite", "Back to normalization is the care orientation", "Trustworthy and timely care for the family", "Typical care and requirements", "A unique and stressful workplace" and "Home care service is a business." Competencies included professional and business management abilities. Professional competencies included understanding and planning care, as well as providing and evaluating direct care for patients and family caregivers. Business management competencies included marketing strategies, managing finances, and document files. Due to insufficient preparedness and a lack of orientation programs, participants faced several dilemmas in physical assessments, direct care, and business management. The current findings can provide guidelines for education and training programs for home care nurses. Nursing schools should co-construct a practical-based course with home care organizations. The courses ought to integrate advanced nursing and business management and be offered to nurses with more than two years of acute medical experience. Home care agencies have a duty to provide well-planned orientation and continuous training programs to ensure the quality of care.

16:15-16:40
78862 | Unveiling Legal Challenges in Elderly Care Institutions: Insights from 180 Judicial Cases in China
Feng-Shuo Chang, Guangdong University of Petrochemical Technology, China
Wanli Li, Guangdong University of Petrochemical Technology, China

As the issue of population aging intensifies, the operation and management of elderly care institutions face unprecedented challenges, accompanied by increasingly complex legal disputes. This study examined 180 legal judgments related to disputes between elderly care institutions and their residents from January 1, 2018, to December 31, 2022, using keywords like "elderly care" and "right to life" on the China Judgment Online platform. Statistical analyses, including correlation and T-tests with SPSS 26.0, explored the relationships among case features, such as the plaintiff's health condition, dispute type, accident handling, and compensation responsibility. The results indicate that intellectually disabled individuals are more prone to high-risk behaviors, such as suicide and wandering. Elderly individuals with pre-existing illnesses or prior accidents are at a higher risk of subsequent incidents. In disputes involving accidental death, many elderly did not receive timely treatment, increasing the probability of fatalities. Prompt accident discovery is foundational for timely medical intervention, and the inability to contact families may contribute to delayed responses. Compensation proportions for elderly deaths are lower, likely due to natural aging challenges and difficulties in posthumous fault determination. Legal disputes arising from accidents are more likely to result in higher compensation responsibilities due to the duty of care and safety obligations of elderly care institutions. These findings highlight the complexity of legal disputes in the elderly care sector and the importance of preventive measures, timely medical interventions, and proactive legal responses to enhance the overall quality of care provided by elderly care institutions.
The K-12 curriculum in the Philippines sheds light on teaching mathematics as it recognizes the use of smart phones/mobile phones as appropriate tools necessary in teaching mathematics. However, there were limited evidences on the use of these devices in teaching and learning process. This descriptive study developed lessons integrating the use of mobile phone applications with basis on low level competencies of students in Precalculus and determined its effects to students’ conceptual understanding, procedural skills, and attitudes towards Precalculus. Employing Bring Your Own Device (BYOD) scheme in the study, lessons developed were conducted among Grade 10 students’ understanding of QFE and their different representations through a two-part task and a walk-through method that allowed the participants to verbally express what they were seeing, doing, or thinking as they worked on the tasks. The findings of this small study confirmed that both instrumental and relational understanding are important for success in mathematics education, as pointed out in literature (Skemp, 1976; Sajka, 2003; Wagner and Parker, 2003). Moreover, the findings suggested that procedural knowledge with limited conceptual knowledge gets in the way of moving flexibly between representations of QF and solving QE effectively. The study also revealed that the connection students made between verbal expressions and algebraic expressions was stronger than the connections between table of values, area diagrams, and graphs. Finally, evidence showed that previously learned knowledge can present obstacles to a relational understanding of QFE.

This study explores the impact of the standard inverted classroom, an example of a flipped classroom approach, on students’ Mathematics performance and motivation in a junior high school setting. Designed as a quasi-non-equivalent experimental study, it involved pre-class video lectures, assignments, and readings for initial concept exposure, followed by in-class interactive activities, discussions, and problem-solving exercises. The data collection tools were researcher-made Mathematics tests and Mathematics Motivation Scales. The study resulted in a significant difference in post-test scores in Mathematics between the control group exposed to the traditional method and the experimental group in the standard inverted classroom. Student-participants who were given pre-class information demonstrated improved subject understanding, thus obtained higher exam scores and overall Mathematics performance. In both settings, they displayed a strong eagerness to actively engage with the curriculum, thus, intrinsic motivation levels were high regardless of the instructional method used. To summarize, the standard inverted classroom approach positively impacts Mathematics academic performance. While motivation levels were consistent across teaching modalities used in the study, the flipped classroom has the potential to improve academic outcomes through increased knowledge and engagement among junior high school students. The study recommends that Mathematics teachers, educators in general, recognize the potential of standard inverted classroom to enhance learning Mathematics concepts and further investigate the use of this approach drive overall academic performance in Mathematics.

In the calculus, students can integrate functions that require procedures or algorithmic rules, but they grapple with contextual problems involving real-life motion of physical bodies. When undergraduate students learn the application of integration, they are expected to comprehend the concept of integration, make connections between particular constructs within integration and identify the coherence of these connections to kinematics. This study used the Triad theory to determine undergraduate students’ construction of connections and the underlying structures of these relationships as they learn calculus of motion. The research question was “To what extent do undergraduate students develop the knowledge of kinematics using the Triad theory?” This study was qualitative which involved a case study of 194 secondary mathematics students registered for a Bachelor of Education degree at a university in South Africa. Data was collected through an individual written test by all the students and semi-structured interviews with ten students. The ten students were selected purposively and the interview questions were meant to clarify some of the responses raised in test. The content analysis of the written responses was done to reveal the stages of students’ concept development of kinematics according to the Triad. The findings revealed that students had significant challenges in performing second and third level integration. These involve substituting the initial conditions at least once to find the constant of integration. Furthermore, students’ coherence of the connection among displacement, velocity and acceleration was weak, coupled by their failure to consider the point when the object was momentarily at rest.
Due to the lack of educational resources, students in remote areas needed to turn their lives around through school education. The purpose of this study was to investigate the teaching methods used by Taiwanese teachers in remote areas to enhance students' learning motivation. In this study, we used document analysis to compile the teaching methods that had been implemented by 24 teachers who had received awards in the past four years and summarized five common points: 1. Actively guided students to obtain certifications and participate in skill competitions to boost their confidence; 2. Encouraged students to qualify for special talent admissions exams, thereby increasing their chances of pursuing further education; 3. Arranged off-site internships and visits to enterprises for students so that they could understand the relationship between work and reward; 4. Gave full play to the unique autonomy of remote and rural students to realize the balance of the five education systems; 5. Through the blended teaching method, teachers and students from urban and rural areas synchronized their online learning exchanges, and teachers were also able to stimulate more new teaching methods as a result.

In technology-based STEM instruction, teachers' knowledge of how technology is being used in the instruction is crucial to initiate meaningful learning activities, particularly in early childhood and inclusive education. The objective of this research is to explore the teacher's belief in understanding technology characteristics and their attitudes toward task characteristics to introduce STEM in their classrooms. Drawing on systematic literature review-based studies emphasizing the significance of both task and technology characteristics, a qualitative study was conducted as part of the British Council Game-Based Learning for STEM education project. 52 teachers from greater Jakarta, Indonesia were engaged in a focus group discussion to explore their beliefs and practices in fostering STEM instruction through technology. The results show that even though the participants have a good understanding and positive attitude towards technology, they need more support in acquiring and adopting suitable technology for their pedagogical practices. The findings of this study have important implications for the design and the use of technology in early childhood and inclusive education STEM instruction.

This research analyses the processes of observation and educational planning of children aged 0-6 years by educators and teachers both in Italy and abroad. The increase in the number of fragility and diagnostic situations has highlighted the need for tools that facilitate the understanding and description of the peculiarities of the developmental processes of individual children, and the passage of ‘useful’ information for the construction and implementation of the shared educational project and the ‘school-family-territory’ alliance. A planning and observation tool in the services for the 0-6 age group “POSI” was therefore developed, aimed at service educators and pre-school teachers, to support observation and planning skills, improving educational and pedagogical practices. It is divided into two parts the first one of observation through 200 items (with examples) to guide the educator in systematic and ecological observation. The second part is educational planning, aimed at the child/class/interclass system. The tool was developed on an ICF basis and detects developmental abnormalities at an early stage. Initial trials are encouraging out of 120 children there have been 10 reports of atypical development. Only 4 were actually taken up by child neuropsychiatry. The other 6 were corrected through the design of experience fields that put the child in the best developmental condition. The intervention demonstrates that POSI helps teachers/educators to improve long life learning processes by developing the recognition of early or latent signs and guiding them through conscious and differentiated planning by helping children in their development and reducing referrals to child neuropsychiatry.
Thursday Onsite Parallel Session 3

Teaching Experiences, Pedagogy, Practice & Praxis

Session Chair: Hiroko Hara

Performance Trend Analysis of Bottleneck Modules in Higher Education: A Case Study

Qishuai Zhang, The Education University of Hong Kong, Hong Kong
Lan Yang, The Education University of Hong Kong, Hong Kong

While the impact of feedback environments on job satisfaction and performance is well-documented in organizations, its effects on teaching have received limited attention. This exploratory study, with 74 teachers from vocational schools, aimed to provide empirical evidence to address the lack of research on the influence of the school feedback environment on teachers' feedback orientation in the context of Chinese vocational education. In this study, we assessed teacher feedback orientation across four subdimensions: feedback utility, meaning perceptions of feedback usefulness to improve student learning performance and outcomes; feedback self-efficacy, referring to confidence in delivering effective feedback to students; feedback accountability, meaning perceived responsibility for providing feedback to support student learning; and feedback social awareness, referring to awareness of feedback provision in affecting the teacher-student relationship. The findings revealed a positive association between the school feedback environment and teacher feedback orientation. Specifically, there was a significant association between the school feedback environment and teachers' perceived feedback utility and feedback accountability to support vocational students' learning. These findings suggest that a supportive feedback environment is more likely to enhance a sense of responsibility among teachers in providing feedback and their perception of the usefulness of feedback provision to support vocational students' learning. These results underscore the importance of creating a supportive feedback environment to enhance teachers' feedback orientation. Implications and future research directions of this study will also be discussed in the presentation.

Unveiling the Power of Self-Control: Lecturers' Perspective

Pavithra Muniandy, National University of Malaysia, Malaysia
Nurwina Anuar, National University of Malaysia, Malaysia

Self-control refers to the ability to regulate and manage one's own thoughts, emotions, impulses, and behaviors. Self-control is essential for achieving personal and academic success, maintaining healthy relationships, and navigating various life challenges. Cultivating self-control can contribute to better decision-making, improved emotional well-being, and overall self-development. This study investigates the intricate constructs of self-control among higher education students in Malaysia. A focus group discussion was conducted to investigate lecturers' perception on the constructs of self-control that are essential to predict better academic performance among higher education students. There are 25 university lecturers participated in this study which includes various types of education level and various universities all over Malaysia. Through rigorous focus group discussions, four pivotal themes emerged—motivation, concentration, self-awareness, and emotion regulation. The findings illuminate the nuanced interplay of these elements in shaping students' self-control, offering valuable implications for educators, policymakers, and stakeholders in enhancing academic and personal development in the Malaysian higher education context.

Examining the Relationship Between School Feedback Environment and Vocational Educators’ Feedback Orientation to Support Vocational Students’ Learning

Qishuai Zhang, The Education University of Hong Kong, Hong Kong

This paper discusses the potential of incorporating arts-based pedagogy in global citizenship education. This novel educational approach is to increase young people's awareness of diversity and guide them to become tolerant global citizens through art-making. Goal 4, among the seventeen Sustainable Development Goals (SDGs) created by the United Nations, aims for "quality education", and one of its subdivided categories called Target 4.7 indicates the necessity of developing global citizenship among students for cultural diversity. Paying attention to diversity in global contexts beyond the dichotomy of the Global North and the Global South is getting increasingly important. What kinds of art-making are effective in education so that the youth can transform themselves to be active global citizens? A combination of ethnographic observation and interviews was conducted in Phnom Penh, Cambodia. Applying the concept of "a rhizome" proposed by Deleuze and Guattari (1987/2016), this study examines how the research participants (eleven in total) express themselves through art-making such as filming and photographing. It reveals that both encoding a message as an art producer and decoding as a viewer lead to the awareness and acknowledgement of diversity. Theoretically, this study deepens our understanding of "a rhizome", that is, multiplicity beyond the dichotomy, which emerges from art-making. Practically, this research shows how to practice arts-based pedagogy, in particular, filming and photographing in global citizenship education, which can be employed in various school settings.

Arts-Based Pedagogy for Promoting Diversity: A New Approach in Global Citizenship Education

Hiroko Hara, Prefectural University of Kumamoto, Japan

This paper discusses the potential of incorporating arts-based pedagogy in global citizenship education. This novel educational approach is to increase young people's awareness of diversity and guide them to become tolerant global citizens through art-making. Goal 4, among the seventeen Sustainable Development Goals (SDGs) created by the United Nations, aims for "quality education", and one of its subdivided categories called Target 4.7 indicates the necessity of developing global citizenship among students for cultural diversity. Paying attention to diversity in global contexts beyond the dichotomy of the Global North and the Global South is getting increasingly important. What kinds of art-making are effective in education so that the youth can transform themselves to be active global citizens? A combination of ethnographic observation and interviews was conducted in Phnom Penh, Cambodia. Applying the concept of "a rhizome" proposed by Deleuze and Guattari (1987/2016), this study examines how the research participants (eleven in total) express themselves through art-making such as filming and photographing. It reveals that both encoding a message as an art producer and decoding as a viewer lead to the awareness and acknowledgement of diversity. Theoretically, this study deepens our understanding of "a rhizome", that is, multiplicity beyond the dichotomy, which emerges from art-making. Practically, this research shows how to practice arts-based pedagogy, in particular, filming and photographing in global citizenship education, which can be employed in various school settings.
A Potrait of Digital Literacy of Elementary School Students in Coastal Areas
Ari Wijayanti, Yogyakarta State University, Indonesia

Digital literacy theory has entered the school curriculum in various forms, both as standalone subjects and across the curriculum. Digital literacy became an essential learning objective in many school systems worldwide because the Internet is now a necessary part of children’s daily lives. The school's geographical location has influenced the development of digital literacy in the learning process. A school environment with digital literacy will significantly impact the learning process. This study describes the level of digital literacy of elementary school students in coastal areas in the Purworejo district, Central Java, Indonesia, at the general level and per sub-indexed. This research used a quantitative descriptive approach. The data was collected using Google Forms. The 27-item questionnaire was adapted from the Kata Data Insight Center (KIC) under the Indonesian Ministry of Communication and Information (Kemenkominfo). Data analysis in this study used descriptive statistics. One hundred elementary school students (53 from third and 47 from fourth grades) participated in this study. The results showed that the digital literacy level of elementary school students in coastal areas was in the ‘medium’ category with an index of 3.63 (from a scale of 1 to 5). All digital literacy sub-index shows the medium level with the highest average on technological capabilities (3.81) and the lowest on security (3.50). The sub-index of information and data literacy placed, on average, 3.60, while communication and collaboration on 3.72.

Implementing ICT Subject Teaching of Lower Secondary Education in Cambodia Through International Cooperation
Ki-Sang Song, Korea National University of Education, South Korea

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Thursday Onsite Parallel Session 1

Innovation & Technology
Session Chair: Rebecca Tolentino
09:15-09:40

Activity Theoretical Analysis of Affordances and Systemic Tensions: A Story of Developing Country, Nepal
Sagun Shrestha, The Open University, United Kingdom

The COVID-19 pandemic affected numerous learners around the world including Nepalese school children. These children experienced educational disruption arising from long school closures. Among other various educational models practiced during the COVID-19 pandemic to minimise such disruption, the use of ICT in education played an instrumental role. While a limited number of studies explore the use of technology during the pandemic in Nepalese secondary schools, none have yet explored in any depth how ICT was used and what affordances, i.e. action potentials of ICT, teachers perceived and acted upon. This study uses activity theory and the theory of affordances as a conceptual and methodological framework to explore what systemic tensions emerged that further led to the realization of ICT affordances. Remote classroom observations, focus groups and interviews with a variety of stakeholders were analysed using an activity theory-inspired coding scheme. The analysis indicates that issues such as technological breakdowns, a shortage of good quality internet access at home, lack of engagement on the part of pupils, and limited digital skills of teachers hindered the success of teaching during the pandemic. However, in attempts to resolve these issues, educational stakeholders such as teachers engaged with new initiatives. Consequently, educational and technological affordances emerged. Analysis of these emerging issues and affordances sheds light on issues and concerns pertaining to educational disruption in crisis situations and aids the framing of educational policies in such contexts.

09:40-10:05

A Study on the Integration of AR and Communication Design in Promoting Taiwan's Local Culture
Ching-Jung Fang, Ming Chuan University, Taiwan

Since the late 20th century, with the wave of globalization and the global push for policies, the cultural industry has progressively taken center stage. Within this trend, people have begun to pay attention to their own land, contemplating how to unearth the unique local culture and ensure its continuation amid the wave of globalization. Despite Taiwan's recent efforts to promote a renaissance of local culture, Guishanhou St. in Taoyuan's Guishan District, with its rich historical and cultural treasures, remains somewhat overlooked. Traditional marketing methods and communication with consumers have been relatively simple and indirect. With the rise of social media and the impact of the COVID-19 pandemic, there has been a shift in the lifestyle of the public. The focus on information has gradually transitioned from offline to online platforms. Today, brands effectively establish a close connection with consumers by leveraging marketing technology. This study, through a case study approach, aims to understand the manipulation model of incorporating Augmented Reality (AR) into local design promotion. By utilizing the characteristics of AR, which enhance the user's storytelling experience in real environments, the research integrates the design of AR cultural activities in Guishanhou St., Taoyuan. The results indicate that, through the participation of the younger demographic in a series of AR activities designed for Guishanhou St., there is an increased understanding of the historical and cultural development of the street. This, indirectly, contributes to the promotion of local regeneration and the sustainable development of culture.

10:05-10:30

Development of Massive Open Online Course (MOOC) for Sports Tourism Course of Undergraduate Students in Physical Education Program
Parichat Pragobmas, Phuket Rajabhat University, Thailand

The current study aimed at 1) developing the Massive Open Online Course (MOOC) for sports tourism course provided to undergraduate students in Physical Education program, and 2) investigating learning outcomes of the undergraduate students in Physical Education program after learning with MOOC for sports tourism course. The samples consisted of 30 undergraduates studying in Physical Education program at the faculty of Education, Phuket Rajabhat University. They were studying in an academic year 2023 and enrolling in the online sport tourism course provided on the MOOC. The research instruments comprised of the MOOC for sports tourism course for undergraduate students in Physical Education program and a learning achievement test of sports tourism course for undergraduate students in Physical Education program. The data were analyzed using mean (x̄), standard deviation (S.D), and t-test at .05 level. The results have revealed that the MOOC for sports tourism course provided to the undergraduate students in Physical Education program was appropriate to use at the high level and 2) the average score of students’ learning achievement after studying with the MOOC was significantly higher at the value of .05 level.

10:30-10:55

Online or Onsite Comprehensive Examination: A Comparative Analysis
Rebecca Tolentino, University of the City of Manila, Philippines
Noemi Gocuyo, University of the City of Manila, Philippines

This research delved into a comparison between the performance of graduate students from a reputable university in the bustling city of Manila. Specifically, the study examined the outcomes of comprehensive examinations administered via online platforms versus the traditional in-person method. With a sample size of 87 graduate students who underwent the online examination during the unprecedented COVID-19 pandemic, and 107 students who took the onsite examination in 2022, a comprehensive analysis was conducted. The study expounded on the application of controls proposed by various esteemed authors for the design of online examinations, as they were implemented in the comprehensive examination. The findings remarkably demonstrated an elevated level of success among the participants who took the online examination, surpassing their counterparts in three out of the four covered areas. In conclusion, this study has revealed a noteworthy disparity in the grades attained by students who took the online examination as opposed to those who underwent the examination in person. This serves as a testament to the effectiveness of the measures employed in the design of online examinations and the potential for its widespread adoption in the future.
Integrating Artificial Intelligence (AI) tools into academic writing has the potential to revolutionize the process of composing academic works. As these tools become more prevalent, concerns about academic integrity arise, prompting the need to explore strategies that uphold ethical standards and academic norms. This study aims to investigate the use of AI tools in academic writing, focusing on three key research questions: (1) common AI tools used, (2) the impact on efficiency, productivity, and writing quality, and (3) strategies to preserve academic integrity. This study involved ten graduate students engaged in academic writing, and data collection was conducted through semi-structured interviews with each participant. The interview transcript was then analyzed using thematic analysis. The study revealed that graduate students employed a range of AI tools: Quillbot, Grammarly, Chat-GPT, Easy-Peasy AI, Rytr AI, Humata, and DeepL. These tools are used for several writing processes, from generating ideas, drafting, enhancing content, paraphrasing, and grammar checking. Participants acknowledged the positive impact of AI tools on writing quality (grammar and organization improvements) and efficiency (reduced writing time). To preserve academic integrity, participants emphasized the responsible use of AI tools as supportive aids rather than replacements for their efforts. Strategies included editing and proofreading AI-generated content to align with personal writing style, cross-referencing, evaluating AI suggestions, and upholding authentic voice in writing. In conclusion, AI offers valuable benefits but necessitates a thoughtful and responsible approach to maintaining academic integrity. Scholars must balance using AI as supportive tools while preserving the ownership of their academic works.

Deviation management plays a crucial role in the pharmaceutical industry, where strict quality control and regulatory compliance are paramount. Effective deviation management involves identifying, documenting, investigating, and resolving any deviations that occur. In teaching deviation management in an undergraduate engineering class, an important aspect is the creation of detailed scenarios that closely resemble real industrial deviations. This allows for in-depth analysis using the root cause analysis tools, and the development of appropriate solutions. There are two options for scenario creation. The instructor can either create a few scenarios for group projects or task the students with developing their own group-specific scenarios. The preferred approach is the self-creation method as it helps calibrate students' understanding of pharmaceutical Good Manufacturing Practices (GMP) and serves as an important exercise. However, this approach can be challenging since students often have limited industrial experience and may require extensive research and thinking to complete the task effectively. One innovative approach to creating scenarios is by leveraging generative AI. The AI model has a vast dataset of historical deviations and knowledge of pharmaceutical GMP systems. ChatGPT, for example, can produce (somewhat) detailed scenarios that encompass various types of deviations, root causes, and potential impacts. Students can interact with the chat interface to refine the scenarios and make it authentic and realistic. Findings from the control group (without generative AI) showed that students are frustrated and spend most of the project hours on scenario creations. More data will be collected for the study group in Sep-Dec 2023.

Artificial intelligence (AI) is driving transformative changes across the world, profoundly reshaping various aspects of our society. Despite the proliferation of AI ethics guidelines issued by numerous organizations, there is a lack of knowledge on Hong Kong students’ perceptions and attitudes towards ethical AI principles. This study aimed to cross-culturally adapt and validate the Chinese version of Attitudes toward the ethics of artificial intelligence (C-AT-EAI). Data were from 1000 students in a Hong Kong university. We relied on Messick (1995)’s framework to establish the validity of the scale. The content aspect of validity was ensured by a committee approach. To establish the structural aspect of validity, we performed exploratory factor analysis (EFA) to examine the underlying factor structure of the instrument with 500 students. Results of EFA showed the five dimensions of students’ attitudes towards AI ethics including Transparency, Fairness, Privacy, Responsibility, and Non-maleficence. Furthermore, we conducted confirmatory factor analysis (CFA) with another sample of 500 students to validate the five-factor model. The external aspect of validity was ensured by the Pearson correlation and hierarchical linear regression analyses. In addition, the generalizability aspect of validity was confirmed by the invariance tests. This instrument can serve as a valuable tool for assessing students’ ethical attitudes and informing the design of educational initiatives to prepare them for an AI generation.
The constraints in educational infrastructure have posed significant challenges to the advancement of Online Teaching/Learning (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 positively influence the learning outcome while inadequate learning infrastructure negatively 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.

This qualitative research is concerned about the acceptability of the developed utility model for school laboratories in order to enhance the learning performance of the students in science subject. Anchored in the theory, Input-Process-Output (IPO) Model and Learning Theory of Cognitivism to know how the utility model produced output during the conduct of activities and to have a strong basis on student's learning situation in a conducive learning environment. There are three (3) specific science activities with the use of the utility model to replace the inadequate and less equipped laboratory materials. Thirty students, six teachers and three random engineers served as respondents of the study. Data were gathered through the use of researcher-made validated questionnaire comprised of (I) Checklist to test the content and instructional and technical quality and (II) open-ended questions to be answered by the students for their experiences while using the utility model. The statistic tools used were mean and standard deviation for descriptive statistics. Experiences of students were analyzed and synthesized in a thematic analysis. Results revealed that the present status of supply and devices in science laboratories were all inadequate and "less equipped". Also, the developed utility model for school laboratory was "very acceptable" in terms of content and instructional and technical quality. Furthermore, the experiences of the students focused on how the utility model was used during the conduct of the activity. Moreover, it is applicable to school laboratories as a very high-technology laboratory apparatus that encourages engagement in teaching-learning process.

The main purpose of this study is to develop and validate a scale on optimizing assessment activities with digital technology integration towards transformational learning among Senior High School teachers. A 40-item questionnaire was initially drafted and subjected to face and content validation. After the validation, a 48-item questionnaire was initially tested among teachers in a region and the data were analyzed using exploratory factor analysis using Varimax with Kaiser Normalization rotation extraction and confirmatory factor analyse and Cronbach Alpha. As a result, a 27-item scale on optimizing assessment activities through digital technology integration towards transformational learning with seven latent constructs has been developed and validated. These latent constructs were based on the last two stages of SAMR model; however, after analyzing data, seven latent constructs were identified such as creating video presentation; using digital platforms; utilizing learning management system; employing survey administration software; using digital art; making use of graphic design software; and requiring social media publishing. Likewise, a new model is being proposed to gauge on how teachers can optimize their assessment activities by considering the seven latent constructs with the use of digital tools to make sure that students gain meaningful learning.
The use of Artificial Intelligence is often regarded as a revolutionary technique in the field of Architecture and Interior Design industries. This paper explores and examines how AI is being utilized to enhance the creativity and efficiency of an Interior Design studio class project. It focuses on the process of how students can conjure and harness the power of AI in their works. Through textual enquiries and case studies, the article aims to demonstrate that the visually appealing images transformed by AI in the students’ works could only be used in the initial design stage, providing a good communication between the client and the designer. These images cannot be used as working drawings and will never be able to replace the artistry and creativity of human mind.

The way students learn can be greatly transformed by technology. It might encourage teachers to reconsider how to work together and improve the learning process to take into account the needs of all students. Due to the sudden changes brought about by the pandemic, educational institutions currently learn to adopt online learning. This study was conducted to study the usage and effectiveness of technological applications (TApps) in science teaching in public junior high schools in Caloocan, Philippines. Forty-one (41) science teachers from three (3) different schools were selected through purposive sampling. It revealed that Messenger, PowerPoint, and Google Meet were the most commonly used by junior high school science teachers during online teaching while Messenger, PowerPoint, and Canva were the most effective technological applications in their online teaching. In the return of the full implementation of face-to-face classes, PowerPoint, Messenger, and Canva were the most often used and the most effective technological applications used by science teachers. However, poor internet connectivity was the major problem encountered during the use of technological applications in teaching both online and face-to-face. Finally, most of the respondents (73%) still use and will continue to use the TApps in the post-pandemic implementation of face-to-face classes for they believe that using TApps, though not required, is needed in teaching nowadays to make the lesson interactive and enjoyable. This study shows that teachers’ adaptability like embracing TApps are essential in ensuring a more personalized and engaging learning process for the benefit of both teachers and students.

This systematic review examines the potential benefits and challenges of using ChatGPT in Physics education using the PRISMA approach and SWOT analysis. We examine the available empirical studies from November 2022 up to the present on the capabilities of ChatGPT and how to use it in the Physics education setting. Because of the novelty of the topic, despite an extensive database search, only 11 empirical studies were found and coded. This indicates that this progressive topic requires further exploration and investigation. The findings of this review suggest that the recent Chat GPT-4 was found to achieve almost 100% accuracy in FCI and it can demonstrate the preconceptions of different cohorts, thus it can be useful in developing and pilot-testing concept inventories. Another notable advantage for students, ChatGPT can be used in Physics development tasks, gives learners instant feedback, can automatically generate an exercise related to learners’ difficulty, offers hints instead of giving an explicit solution, and can be a virtual study companion. Despite its usefulness, it is important to note the threats and challenges it poses such as AI hallucinations which students should be aware of, and it exhibited inconsistencies in a problem-solving approach that suggests the need for human intervention in AI-Chatbots assisted learning. The review offers insights and suggestions for future research to further advance the knowledge in leveraging and practice of using AI-Chatbots in Physics education.

This research article explores the integration of 3D printing and augmented reality (AR) into oral anatomy education to enhance students’ learning experiences and outcomes. Traditional teaching methods in oral anatomy, such as cadaver demonstrations, face challenges due to limited space and cadaver access. Advancements in technology, such as AR, offer promising solutions to overcome these limitations. The study includes 26 dental students, employs a crossover design, and compares the effectiveness of 3D printing and augmented reality education with video demonstrations. After each specific anatomic topic, online questionnaires assessed students’ attitudes and motivation. Learning objectives were also evaluated by scoring small reflections on these topics. The results indicate that integrating 3D printing and AR increases student attitudes, motivation, and learning objectives when transitioning from video education. However, the shift from 3D and AR education to video education yields insignificant differences. Moreover, students in the 3D and AR education groups achieved higher scores for the oral anatomy lecture than the video education group, and their scores are comparable to those of the cadaver education group. Furthermore, incorporating 3D printing and augmented reality increases class participation and reactivity. In conclusion, integrating 3D printing and augmented reality into oral anatomy education offers a viable solution to overcome space and cadaver access limitations. These innovative teaching methods enhance student engagement, motivation, learning outcomes, and class participation.
Critical thinking is an essential skill in Western postgraduate education; however, the concept is often ‘fuzzy’ and its integration into academic writing, even at this advanced level, proves to be challenging. Both domestic and international students are assumed to have a conceptualisation of critical thinking that aligns with institutional and disciplinary expectations, and to be able to demonstrate critical thinking insights in their academic writing. The educational stage at which students should have acquired critical thinking and writing skills remains unclear, with limited research investigating how students develop critical thinking skills. This study sought insights into how and when Australian- and Chinese-educated postgraduate students began to think critically. Chinese students recognised philosophical and educational influences on their thinking and recounted grappling with the concept of critical thinking when they began their studies in Australia. Their learning came predominantly through instruction by lecturers, feedback on assessment, and from self-study. In contrast, many of the Australian students had ‘aha’ moments where they became aware of different ways of viewing and interrogating an issue. The findings emphasise that understanding critical thinking is an ongoing process for students. Explicitly addressing the concept of critical thinking is crucial, along with guidance on demonstrating critical thinking in academic writing. This research sheds light on the nuanced pathways of critical thinking development in postgraduate education.

A survey on confidence in 21st century skills among senior high school (SHS) students was conducted. Three hundred SHS students, 132 males and 168 females, from two public SHS (rural and urban) and two SHS from a State College/University (SUC) participated in the survey. Grouping the respondents according to sex, grade level, school type, and curricular programs, non-parametric statistical tests were employed in data analysis. Kruskal-Wallis H test revealed no significant difference in the confidence in the 21st century skills among the respondents when grouped according to sex and grade level, but significant differences were observed only in terms of collaboration skills when the respondents were grouped according to the type of school, H (2) = 9.885, p = 0.007, and curricular programs, H (2) = 6.197, p = 0.045. Spearman’s rank correlation showed no significant relationship between the respondents’ age and their confidence in 21st century skills. This suggests that confidence in 21st century skills is not only influenced by demographic factors but also by students’ experiences, interactions, and learning processes. Thus, further investigations should examine the interplay among students’ confidence in 21st-century skills, academic performance, and sociodemographic characteristics to understand better students’ readiness for the challenges in the 21st century.

Strong stereotypes persist in Western Anglo academic contexts regarding perceived differences in domestic and international students’ critical thinking. Limited research has investigated whether a lack of critical thinking in academic writing stems from the student’s conceptualisation of the concept or their proficiency to demonstrate critical thinking in their academic writing. This study determined to understand how Australian and Chinese students used voice in academic writing to demonstrate critical thinking in their literature review. Using Kobayashi and Rinnert’s (2023) model of voice aspects, this research examined the textual features which students employed to project their criticality to the reader. Findings indicated that, in addition to the textual features in Kobayashi and Rinnert’s (2023) model of voice aspects, lexical choice and variation in citation purpose play a crucial role in projecting the writer’s critical thinking in literature reviews. The study suggests that English language proficiency and academic writing ability had a more significant influence on the demonstration of critical thinking than cultural background.

In the shift towards Society 5.0 proposed by the Japan Cabinet Office, graduate schools in Japan are expected to play a significant role in the development of ‘knowledge professionals’, leading to the increased production of knowledge and value creation. To this end, graduate students are increasingly required to enhance transferable skills, including those not only related to conducting but also communicating research. Graduate students are committed to a research-centred lifestyle; however, students regularly conduct science research presentations in laboratories or academic conferences. Thus, they are not accustomed to communicating their research findings to non-technical people. This study introduces an attempt to lead students to enhance their research communication skills by focusing on the value of their research beyond research publications. A traditional medical oral presentation credit module was altered into a module with pitch activities. The module was held in English and for a group of graduate students in biomedical sciences at a national university in Japan. The students were exposed to communicating the social significance and impact of their research through a mock entrepreneurial pitch on how the research findings could impact society. The students’ self-reflection revealed that the pitch activities contributed to enhancing their research communication skills. Furthermore, the module also contributed to students gaining an awareness of pitching skills as necessary to excel as researchers.
Thursday Onsite Parallel Session 2

Learning Experiences, Student Learning & Learner Diversity

Session Chair: Kushendarsyah Saptaji

11:10-11:35

78629 | Improving Student Engagement in the Classroom: Generation Z in Information Technology Major
Hendra Bunyamin, Maranatha Christian University, Indonesia
Meyliana Meyliana, Maranatha Christian University, Indonesia
Setin Setin, Maranatha Christian University, Indonesia
Lidy Agustin, Maranatha Christian University, Indonesia

Generation Z lives and breathes in the digital world which makes them rely heavily on technology. They experience a world that operates at speed, scale, and scope. Therefore, it is easy for them to develop initial facilities with advanced digital tools that enable them to be self-reliant and collaborative. These backgrounds have influenced the way they learn in class. This paper aims to present what factors can affect the acquisition of knowledge by Gen Z and which forms of knowledge acquisition this generation prefers. The survey will inform them what their favorite approach is utilized in the classroom teaching process, the best learning tools to make it easier for them to understand the learning material, the most effective independent learning process they choose, as well as other important information. The results of this research will provide potential benefits for increasing student engagement and for understanding the teacher’s role in the process. This lesson will involve all students majoring in Information Technology at Maranatha Christian University to fill out a survey which will be shared online via social media.

11:35-12:00

76359 | Nurturing Innovation in Historical and Cultural Research: The Role of University Libraries in Curating Linked Open Data
Ho Chi Eric Chow, Hong Kong Baptist University, Hong Kong
Pajaree Ackareldejruangsri, Ritsumeikan Asia Pacific University, Japan
Santiago Ruiz-Navas, Ritsumeikan Asia Pacific University, Japan
Lailani Laynesa Alcantara, Ritsumeikan Asia Pacific University, Japan

In an academic landscape increasingly influenced by digital transformation, university libraries serve as critical hubs for fostering innovative modes of scholarly engagement. This presentation focuses on the role of digital scholarship within the specific contexts of historical research and cultural heritage, and its integration with Linked Open Data (LOD), using Wikidata as a case study. Digital scholarship offers powerful avenues for disseminating research outputs in the discipline of arts and humanities. It involves the creation of various digital assets ranging from digital archives to specialized databases and interactive interfaces, extending the traditional library function into a dynamic, multi-modal realm of scholarly endeavor and public engagement. LOD presents a unique opportunity to connect disparate historical and cultural datasets in a semantically rich framework. Wikidata, as an open, structured, and community-sourced repository, serves as an ideal platform for curating unique data produced by digital scholarship projects. Its implementation enables a deeper level of contextualization, interactivity, and cross-dataset linkages, thereby enriching the scholarly output and public resources available through university libraries. This presentation articulates the practical steps and considerations for embedding Wikidata into library-supported digital scholarship initiatives at the Hong Kong Baptist University. We will highlight case studies demonstrating the value of Wikidata and the use of SPARQL queries for retrieving historical dataset, cross-referencing cultural assets, and optimizing metadata for increased discoverability. Ethical issues such as data stewardship, intellectual property, and equitable access will also be discussed.

12:00-12:25

76475 | The Evolution of Gamification and Inclusive Teaching and Learning: The Systematic Literature Review
Pajaree Ackareldejruangsri, Ritsumeikan Asia Pacific University, Japan
Santiago Ruiz-Navas, Ritsumeikan Asia Pacific University, Japan
Lailani Laynesa Alcantara, Ritsumeikan Asia Pacific University, Japan

Gamification has been found to be effective in increasing students’ engagement and motivation in learning and improving learning effectiveness. While inclusive teaching and learning recognizes all students’ entitlement to a learning experience that respects diversity, enables participation, reduces barriers, and anticipates and considers various learning needs and preferences. When these two concepts combine, we believe using gamified classroom activities can help foster inclusive teaching and learning in the classrooms. Therefore, to help us understand a broader picture and common areas of these research concepts in gamification and inclusive teaching and learning, we conducted a preliminary literature review about gamification and inclusive teaching and learning by using the bibliometric analysis technique on the Web of Science. As a result, there is no existing research focuses on the integration of these two concepts and in higher education. Our finding illustrates how gamification and ITL studies evolved during these past years. The results help the educators synthesize theories that could form the foundations of gamification for inclusive teaching and learning in higher education.

12:25-12:50

78894 | Enhance Indonesia Traditional Games Awareness in Engineering Dynamics Course
Kushendarsyah Saptaji, Sampoerna University, Indonesia
Octarina Adiati Juniasih, Institut Teknologi Sepuluh Nopember, Indonesia
Mochammad Rafli Ramadhani, Sampoerna University, Indonesia
Rafael Alessandro Sahulata, Sampoerna University, Indonesia
Christianus I Wayan Eka Budiartha, Sampoerna University, Indonesia
Sarinova Simandjuntak, Anglia Ruskin University, United Kingdom

The existence of traditional games such as marbles, tug of war, towboat, climbing areca, and slingshot in Indonesia started to be forgotten along the new era of digitalization. These games can have many aspects to be learned especially in terms of science, technology, engineering and mathematics (STEM). Based on data, many students in Indonesia are struggled in grasping and understanding various STEM educations. One of the solutions to attract students’ interest in games is by using a game-based method. Learning STEM using games can give positive effects on students’. Hence, this research aimed to build awareness and recognition of traditional games by implementing the physics concept in one of the courses taught in university engineering course which is engineering dynamic course through project-based learning activity. Through the efforts of incorporating both traditional games and dynamics physics, it is expected that the students recognize the cultural heritage and gain deeper comprehension of how dynamic function in a tangible context. The class is divided into groups consist of 2-3 students and asked to select one of the Indonesia traditional games to be explored and identified. The dynamics concept that are learned and used are motion and force which includes the concept of equilibrium, kinematics, momentum, energy, collision, impulse. The students are then presented their work and discussed it in the class. The students show their enthusiasm knowing the concept of dynamics can be related to Indonesia traditional game. Moreover, the result shows that Indonesia’s traditional games can be interpreted into scientific knowledge and applicable.

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The Covid-19 pandemic has drastically transformed the educational landscape. Online education has become the new normal for many students worldwide. Although online learning is perceived as cost-effective, how online education impacts accounting students' academic performance remains a subject of debate, particularly in developing countries such as Indonesia. Similar research has been extensively conducted in developed countries, but conflicting results have been found in developing countries such as Indonesia. This research aims to evaluate the effectiveness of online learning for accounting students taking all their courses online. A survey method is employed for data collection, using a survey design with 32 items questionnaire developed by Samara et al. (2023), with reliability values ranging from 0.8 to 0.85. This study conducted across 10 public and private universities in West Java. West Java is chosen as the survey area because a significant number of universities in Indonesia are concentrated in this region, including areas like DKI Jakarta, Bandung, and Bogor. The survey targets accounting students currently working on their final project, as all courses are taken online. The assessment of e-learning efficiency is based on students' responses regarding engagement, ease of communication, accessibility, and students' learning experience. The findings of this research are expected to provide profound insights into the effectiveness of e-learning in the context of accounting education at the tertiary level, particularly in developing countries. The implications of these findings can serve as a foundation for the improvement and development of more effective teaching strategies in shaping the skills of accounting students.

In 2020, a worldwide unexpected event took place; Covid-19 pandemic surely consolidated the new way of language learning and teaching. Online language learning has been reported to elucidate distinctive attitudes, motivation, and beliefs. Additionally, language learning strategies (LLS) have been vastly investigated yet only handful in online mode of language learning. The present study was guided by the objectives which were to answer how learners describe their attitudes, motivation, beliefs and LLS us. In the present study, 213 respondents took the questionnaires of modified AMTB (Attitude/Motivation Test Battery)and SILL (Strategy Inventory for Language Learning); moreover, eight online language learners had an one-on-one interview. Quantitative data was analyzed through descriptive statistics while qualitative data was transcribed and analyzed for thematic analysis (Auerbach & Silverstein, 2003). Through the lenses of complex dynamic theory by Larsen-Freeman (2017), the findings showed that foreign language learning during the Covid-19 pandemic possesses complex dynamic construct shaped by learners' attitudes, motivation, beliefs and LLS use. The findings in the present study were in verdict with the previous studies that the learners generally have positive attitudes towards language learning and the target language community, and they show high level of motivation towards their online language learning. In terms of LLS, the learners favored metacognitive strategies followed by social strategies; in some cases, the learners preferred to employ these two strategies concomitantly.

While online learning always had a place in higher education, it is now a common practice of instructional delivery for educational institutions. This method allowed more equitable access for student learners for higher education, especially nontraditional students (i.e. older students, military students and students who have young children). However, while online learning provides more access to educational opportunities, there is not a lot of research or understanding on the unique experiences that students have with learning online, specifically in the Middle East. Using the constructivist learning environment theory to guide our study, we sought to answer the question “What are the experiences of first year students in a hybrid degree program?” through Photovoice. First year students enrolled in the hybrid degree program in the Middle East participated in our study. Students were encouraged to take photos over a two week period of their experience as a student in the program and submit five photos with reflective captions. The emergent findings centered on (1) challenges and benefits of online learning, (2) new ways of knowledge sharing between learners, and (3) flexibility in learning. Our study results provided many implications for teaching practice and further understanding of learner needs in an e-learning environment.
Global implementation of digital technologies has been increasing steadily since the turn of this century. While this transformation has benefited many sectors, including higher education, equitable access to digital tools has not been realized. Challenges to work, learning, and civic participation have been particularly acute during the recent pandemic, in both the developed world and in emerging economies. Once dubbed the Digital Divide, relating to access, this issue has been reframed as one of social inclusion. Taking gender as a starting point, in the fall of 2021 I designed an online course that took an intersectional approach to examining the nature of inclusion, and exclusion, on digital platforms such as social media. During the course we examine scholarly, public and policy documents and digital artifacts that both reveal and address this problem, and evaluate digital resources that are inclusive or exclusive. Developing critical autoethnographies is the penultimate assignment, providing the foundation for original podcasts. As a qualitative method, autoethnography encourages students to position and explore their own experiences as cultural actors in a digital world, from which we create podcasts based on inclusive and critical design principles. In this session, through sharing the evolving course design (which I have taught 3 times), we will explore using autoethnographic writing to examine issues of digital inclusion, and to create content for podcasting. Student work from the course will be available.
Digital teacher competence (TDC) is one of the most important competencies in today’s 21st-century education. The competence of digital teachers is very important in dealing with various educational demands in the current era of digitalization and technological developments. This study aims to determine relevant research trends related to teacher digital competence from 2013 to 2023. The research method used is descriptive bibliometric analysis. In the process of searching for data researchers used the Scopus database. After going through the four refinement steps, namely screening, screening, feasibility assessment, and inclusion, 235 publication data were obtained which would then be analyzed with the help of the VOSViewer application. 2023 has published the most articles compared to other years, namely 63 publications. The citation trend related to teacher digital competence occurred in 2018 with 206 citations. Spain with 100 publications and 5 links with other countries is the most influential country in this field. The focus of research related to teacher digital competence is, 1) ICT, Service Teacher dan Teacher Training; 2) instrument, assessment, and evaluation; 3) digital technology, implication, and teacher education. The latest themes such as digital teaching competence, improvement and digital tools are themes that can be used as guidelines for further research related to the theme of teacher digital competence.
The aim of this research is to determine the level of self-efficacy, learning agility, and use of e-resources in generation z students and their impact on their performance. It has been said that generation z has remarkably higher self-efficacy, they believe in their talents and regards obstacles as challenges rather than threats, and its hyphrotized that self-efficacy improves performance. Speed and flexibility are two important components that form the definition of learning agility as the ability to develop effective behavior and keep up with changing situations. This is an important skill for generation z, especially in finding a suitable learning style so that they can easily absorb any material and apply it in different situations and conditions to their performance. As for the use of e-resources has become one of the most powerful tools in searching other supporting resources that can increase their performance. Random sampling techniques are used at the first-year students and departments were selected conveniently, that are: IT, Psychology, Management and Accounting. This research aims to provide a comparison between the four departments, and whether differences in student characteristics in each department influence their performance. The results of this research can contribute to the student learning approach chosen by teachers and the choice of various tools that can be used to improve student performance.

Interest in continuing higher education in Indonesia is very low, only 6% of 275.36 million people, this has implications for Indonesia's low Human Development Index, as evidenced by the List of Countries report in 2022, Indonesia is still ranked 114th. As a solution, since 2012 the Government of Indonesia has carried out the mandate of the 1945 Constitution to allocate a budget of at least 20% percent of the State Revenue and Expenditure Budget for education functions, the budget is managed by the Ministry of Finance as an endowment fund through the LPDP scholarship program to finance further studies in Masters programs and Doctoral programs at the best universities at home and abroad. During the period 2013-2022, the number of LPDP scholarship recipients has reached 35,536 students. About 55.7% of them studied at domestic universities, while 44.3% studied abroad. This article responds to and captures scholarship recipients' views on their motivations for pursuing higher education. Focusing on the psycho-social beliefs of scholarship recipients is important for research. There are not many previous research contributions related to scholarship recipients' psycho-social beliefs in continuing higher education, in this way it can enrich the decision-making process and future education policies. It is argued that by developing appropriate recommendations, it can be used as a reference for determining the use of resources and the allocation of policy makers. Therefore, in this study, both inductive and deductive methods were used, various dimensions of motivational factors were examined, including 1) Social 2) Culture 3) Economic 4) Geographical 5) Academic Enthusiast.

Many studies in the past have shown that students in higher education who receive entrepreneurship education will increase their entrepreneurial intentions. Some studies even suggest that students in business schools are more likely to start a business after receiving entrepreneurship education than students in other schools. However, which students from which backgrounds have higher entrepreneurial intentions after receiving entrepreneurial education? Based on the above, the purpose of this study wants to examine the key backgrounds that influence university students' entrepreneurial intentions. In this study, 702 university students were randomly selected from the 60 technology and science universities in Taiwan, and using regression analysis, the research found that: 1. The most important factors affecting students' entrepreneurial intentions are entrepreneurial attitudes and innovative behaviors; 2. Undergraduates who participated in off-campus internships had a positive impact on their entrepreneurial intentions; 3. Entrepreneurship education does not have a significant impact on entrepreneurial intentions, only freshmen and sophomore students received entrepreneurial education more effectively than junior and senior year students.
Designing Productive Failure (PF) in Adult Learning: Benefits and Challenges

Xiao Fang Bi, Singapore University of Social Sciences, Singapore

Productive Failure (PF) (Kapur, 2015) is a learning design that encourages learners to generate solutions to a novel problem that involves a concept they have not learned yet, followed by consolidation and knowledge assembly where they learn the targeted concept. Because learners have not learned the concept, and further, are asked to generate solutions without any cognitive support or scaffolds, they can be expected to use their prior knowledge to generate sub-optimal or even incorrect solutions to the problem. The literature review revealed that PF, in situations involving K-12 settings, is well established and grounded. This raises the question whether and how PF can be applied in the adult learning field. This study gives one of the first attempts to apply PF in different adult learning contexts covering eight cases (e.g., Training and Adult Education, Healthcare, Early childhood) to understand the benefits and challenges in the PF application. Adult educators' (AEs) and learners' experience in these PF-infused classes were examined through surveys, semi-structured interviews and classroom observation. Both AEs and learners reported observed deep learning to apply the knowledge learned better into their working contexts. In addition, certain PF design principles were identified as more challenging than others when designing into adult learning. The reasons for such differences are related to the teaching content, AE's capability of applying PF, and learners' different profiles. Drawing on the findings, a toolkit was developed to better facilitate AEs to apply the different design principles of PF into their various settings.
This research explored Project Based Learning (PBL) teacher training for 13 teachers to prepare them to lead a two-week intensive PBL course for 100 high school students from across mainland China, Hong Kong, and Taiwan. The research was conducted at a bilingual school in Beijing, China. The training program was designed to build sufficient content and pedagogical knowledge to deliver an interdisciplinary program on 21st century leadership across a variety of issues including the fourth industrial revolution; the Sustainable Development Goals; transformative computing technologies such as Artificial Intelligence, blockchain, and quantum computing; biotechnology; and the rise of China through organizations like BRICS and policies such as The Belt and Road Initiative. It included leadership skills such as application of agile leadership theory, project management, collaboration protocols, active listening and public speaking. Due to the interdisciplinary nature of the content, teachers were trained using a PBL approach in which they investigated PBL teaching practices and lesson design concepts in reflexive cycles interspaced with taking the role of students in the program they would later be teaching. Data were collected through observation notes, questionnaires, and anonymous surveys that explored the acquisition of content knowledge, pedagogical knowledge, and pedagogical content knowledge. Results suggest strong acquisition of target knowledge, skills, and attitudes. This model may be an effective option for other institutions incorporating training in PBL teaching, particularly in situations in which the course content is interdisciplinary and therefore outside teachers' normal subject area.

Workplace bullying is defined as frequent, ongoing, and detrimental incidence of unreasonable acts/behaviors directed towards an individual. The consequences of bullying individuals often lead to absenteeism, resignation, and suicidal ideation, making it a major public health concern. This organizational issue, when not addressed, will greatly affect the workflow in any organization. There is a paucity of literature on this problem in the Southeast Asian countries. This study aimed to describe the extent of workplace bullying among employees of a public higher education institution. The researchers used a descriptive, cross-sectional study design. Survey questionnaires in Google Form were emailed to all employees with a 35.96% participation rate. The survey instrument asked participants to indicate their awareness about any bullying behavior in their unit and to specify the typical profile of bullies and victims they know of. Responses to quantitative variables were summarized using the mean and standard deviation, while qualitative variables were reported as frequency and percentage distribution, software used for analysis were Microsoft Excel and EpiInfo7. At least one-third (36.94%) of survey respondents indicated that they witnessed a form of bullying in the workplace with more awareness seen among faculty members and permanent employees. The most common type of bullying observed in the workplace is criticism in public. Notably, these types of bullying were similar across employee categories. Predominant reactions of victims of bullying include feelings of fear and loss of trust. The phenomenon of bullying has been witnessed by employees and reported to have adverse effects on victims.

While the educational policy has highlighted the positive impact of good school–family relationships on student outcomes, the impact of such interactions on teachers remains less explored. The current study examined the relationships between time spent communicating with parents and teacher self-efficacy and stress. By analyzing a sample of 122,584 teachers sample from the Teaching and Learning International Survey 2018, we found that one hour of communication with parents was associated with a 0.03 SD increase in teacher self-efficacy and a 0.06 SD increase in parent-related stress. The results also indicated that participation in professional development, which included a topic related to teacher-parent collaboration, can alleviate the negative effect of communication time with parents on teachers. Implications of our findings for the multifaceted teacher-parent relationship are discussed.
Friday, March 29

Online Parallel Sessions

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

Abstracts appear as originally submitted by the author. Any spelling, grammatical, or typographical errors are those of the author.
While extensive evidence underscores the advantages of incorporating technology into home-school partnerships, there exists a notable gap in understanding the experiences of marginalised families in such tech-integrated collaborations. This phenomenological case study delved into the perspectives and encounters of Indigenous West Papuan parents (n = 22) and teachers (n = 8) of primary school students concerning the utilisation of technology in home-school partnerships. The findings revealed a strong endorsement from both parents and teachers for the integration of technology in their collaborative endeavors. The cultural awareness and technological proficiency of teachers and parents emerged as pivotal factors influencing the array of benefits that technology could deliver. From basic to advanced functions, technology served diverse roles in home-school partnerships, enhancing Papuan parents' engagement in their children's learning both at school and home. Consequently, the implementation of technology with comprehensive functionalities holds the potential to cultivate culturally responsive home-school partnerships with Indigenous parents.

Education is increasingly seen to be shifting towards an industry model, driven by commercial concerns where the traditional status of education as a public good has been diminished (UNESCO, 2016). Exacerbating this situation is the recent rise of shadow education, an emerging billion-dollar coaching industry, originating in Asian countries and subsequently spreading worldwide. Private supplementary tutoring that operates parallel to the mainstream education of the regular school hours is known as shadow education. The objective of the paper is to understand the impact of shadow education on students' academic performance and emotional well-being. The paper is based on empirical research conducted in Chandigarh City, India. 200 students who are studying in 12th grade as well as preparing for All-India level entrance examinations in Medicine and Engineering streams were interviewed by employing stratified random sampling technique and descriptive survey methods. The findings are alarming as many shadow education institutes enrol students for a two-year program by collecting huge fees for tuition and hostel/transportation facilities. Thus, a significant number of students skip regular school and attend coaching centres. The study witnessed that majority of the students experienced anxiety, stress, isolation and decreased emotional resilience due to the rigorous academic demands placed on them. Consequently, the key indicators of sustainable development, including quality education, reduced inequalities and social justice are being compromised. This paper emphasizes the need to address the complex interplay of shadow education, student well-being and the changing system of education where profit becomes the top priority for educational institutions.

Equitable access to quality education should not be restricted to the confines of classrooms. In rural and regional areas in particular, children lack the opportunity to engage in extracurricular education that interests them or that could harness their skills and competence. Research indicates that participation in extracurricular activities significantly levels out the educational achievements between students in regional and metropolitan communities (O'Donnell et al., 2022). In this study, we have designed an intervention to improve the literacy and educational outcomes in regional areas of Tasmania through participatory research housed at several extracurricular education providers such as museums. This aim is achieved through three interdependent strategies: (a) improving the quality of extracurricular learning experiences; (b) increasing the ‘dose’ (or number of hours) children engage in extracurricular learning; and (c) collaborating with community organisations to enhance their skills in co-designing ongoing inclusive and family-friendly experiences. Preliminary findings suggest that in addition to benefits that accrue to children, the volunteers and staff at social history museums, regional galleries, and gardens also experience changes in wellbeing. The influence of intergenerational learning is multi-dimensional and under-explored.

Existing literature overwhelmingly suggests adverse effects of the COVID-19 pandemic on children’s daily routines and learning experiences at home. The closure of preschools, prolonged home confinement, and limited access to early intervention, prompted parents to engage in extended array of activities to support their children's growth and development. While past studies have noted potential variabilities in these activities based on sociodemographic characteristics among school-aged children, such distinctions remain unclear in families with children aged 3-5. This preschool age represents a critical development period for subsequent and optimal academic and socioemotional growth. To address this gap, the current study surveyed 3,867 parents of preschool-aged children in Northern California to examine the types and frequency of home activities across different socio-demographic backgrounds (i.e. educational attainment, income, gender and ethnicity). Specifically, we examined parents’ involvement in both routine caregiving tasks and educational activities. Following the initial analysis, it was observed that female caregivers assumed greater responsibilities in both categories of activities compared to their male counterparts. This trend is particularly notable within Latinx households with lower income. With the rise in family income, male caregivers progressively assume more responsibilities in both childcare and learning. Moreover, parents with higher educational attainment reported engaging in a broader range of home learning activities with increased frequency and extended duration in comparison to their counterparts without college degrees. Overall, this study offers valuable insights on how the pre-existing inequities and disparities in home experience of young children among different demographic factors were exacerbated during the COVID-19 pandemic.
Scientific literacy is considered as the main goal of science education. This research aimed to study the effect of argument-driven inquiry (ADI) on tenth grade students' scientific literacy in the topic of DNA technology. Samples were 40 tenth grade students in the science-mathematics class from a school in Nakhon Prathom province, Thailand. They were obtained by cluster random sampling. One-group pretest posttest design was used in this study. Research instruments were ADI lesson plans and scientific literacy test on DNA technology. Data were analyzed by percentage, mean, standard deviation, paired-sample t-test and one sample t-test.

The results were found that, before learning with ADI, students' scientific literacy was at a level of 3 and below, with average scores were at the level of 1b. After learning with ADI, students' scientific literacy improved to a level of 4 – 6, with the average score reaching level 4. The average score of students' science literacy posttest was statistically significantly higher than the pretest at the level of .05.

Additionally, the percentage of students who have scientific literacy at level 3 and above was statistically significantly higher than the 70% threshold at the .05 level. The results indicated that ADI learning model has the potential to enhance scientific literacy.
This study examines gender representations in Chinese and Japanese textbooks, revealing significant gender disparities. Both Chinese and Japanese textbooks predominantly feature male authors and perpetuate gender stereotypes. Chinese textbooks fare slightly better in depicting professional women and diverse female occupations, while Japanese textbooks include more female authors, characters, and modern family images. Several factors contribute to these disparities: historical education limitations for women, insufficient female editors, deeply ingrained misogynistic cultural norms, and traditional societal values. Additionally, there is a tendency for women in textbook in both countries to shy away from STEM fields.

To address these issues, the following recommendations are proposed: implement quotas for female representation in textbook compilation, review, and selection processes. China can draw inspiration from Japan's practice of involving female experts and professors in textbook development, creating a more inclusive learning environment in schools. Teachers should introduce students to prominent women in various fields to inspire them. The governments should actively encourage women to pursue STEM fields through policies and initiatives that promote gender equality in education and careers. The media should play a role in promoting gender equality and challenging stereotypes. Women should be encouraged to voice their opinions publicly and actively participate in discussions on gender issues. In summary, both China and Japan must take steps to rectify gender imbalances in their educational materials and systems. By doing so, they can help pave the way for a more equitable and inclusive society.

The purpose of this research was to further explore how learners described their experience of empathy while watching a show with LGBTQ+ characters and themes as secondary school students. The present study was made up of grade 10 students describing their experiences of watching the TV series Heartstopper with the characters and themes portrayed in the series. The result shows that the combination of natural qualities and external influences shapes their development as leaders, which highlights the complexity of leadership development. The alignment and misalignment of Harry and Neville's journeys with the trait and behavioral theories of leadership in the Harry Potter series provide valuable insights for leadership education among young people. By examining the characters' experiences and identifying the factors contributing to their development as leaders, educators can develop more effective leadership curriculum and programs that incorporate stories of protagonists from popular culture who become leaders in different paths. This paper calls for more research on leadership theories in popular culture for children and adolescents, highlighting the importance of leadership education and inspiring young people to become leaders in their own lives.

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This study investigates the effect of teachers’ coercive and reward authority on Senior high school students’ indiscipline. Based on the purpose of the study, the cross-sectional survey of the quantitative research approach was employed. The proportionate simple random sampling method was used to select 367 final-year students from 10 Senior high schools in Cape Coast. A structured questionnaire with 41 items was used for data collection. The reliability of instrument was tested with Cronbach Alpha coefficient, which was determined as 0.868. Both descriptive (frequencies, percentages, means and standard deviations) and inferential statistical (simple linear and multiple regression) tools were used to analyse the data. Results from the study indicated that teachers exercise a high level of coercive authority and a moderate level of reward authority. In addition, students’ indiscipline was seen to be at a moderate level. Results of the multiple regression revealed that the teachers’ coercive and reward authority explain 11% of the variance in students’ indiscipline ($F (2, 363) = 21.604, p = .000, R^2 = .326, R^2\text{adj} = .106$). However, the simple linear regression show that teacher coercive authority ($R^2 = .012, p = .05$) did not. It was recommended that the Ministry of Education and school authorities should allow teachers to exercise some authority in the classroom when students misbehave.
Friday Online Parallel Session 4
Learning Experiences, Student Learning & Learner Diversity
Session Chair: Fu-Lun Lee

14:30-14:55
78373 | Suggestions on Artificial Intelligence-Assisted Tools for Teaching and Learning English Writing Skills
Tran Ngoc Ha, Ho Chi Minh City University of Foreign Languages, Vietnam

With the rapid advancements of technology in the 21st century, Artificial Intelligence (AI) has a place in many facets of our lives, including education. In recent years, AI-powered technologies have demonstrated significant improvements in teaching and learning, particularly in the growth of writing abilities. AI tools have the potential to boost critical thinking abilities, promote student engagement, identify areas for growth, and deliver individualized feedback. Many educators are now able to use AI-assisted tools to support students in strengthening their writing skills thanks to the growing integration of technology in education. This research paper aims to explore the potential of AI-based tools and provide suggestions on the effective utilization of AI-assisted tools to enhance the teaching and learning of English writing skills. Additionally, it emphasizes how AI-assisted tools can promote self-directed learning by allowing students to practice and refine their writing skills independently. The report also addresses potential drawbacks and challenges with AI tools, including over-reliance, ethical considerations, and restrictions on dealing with higher-order writing skills.

14:55-15:20
78308 | Service Learning in Business Education: Expectations and Reality
Yuk Ting Hester Chow, The Hong Kong Polytechnic University, Hong Kong
Y.C.A. Lam, The Hong Kong Polytechnic University, Hong Kong
M.M. Lau, The Hong Kong Polytechnic University, Hong Kong
S.S.M. Yuen, The Hong Kong Polytechnic University, Hong Kong
I.O.K. Chin, The Hong Kong Polytechnic University, Hong Kong

Service learning (SL) is an education approach that embeds community services elements in formal learning curriculum. It aims to develop students' empathy, sense of global citizenship, soft skills, and disciplinary knowledge at the same time. Success cases of service learning subjects across the globe, including cases from Chile, South Africa, India, Hong Kong and many other places, are reported and cherished by academics. However, these courses are often offered by engineering, social science and health related faculties, while successful and sustainable business service learning courses appear to remain limited. This paper traced the validation process of a service learning course initiated by a business school in Hong Kong which students were proposed to conduct applied business research for non-profit organisations (NPOs). With a thematic analysis of documents arose from 17 rounds of revision in a 29-month period, this paper aimed to explore the expectation gaps between the business faculties who developed the service learning course, and reviewers involved in the internal and external screening, and the university's validation process. The results suggested that business faculties and reviewers held very different views in students' ability and choice of service partners. Furthermore, the results revealed that the reviewers held diverse understanding towards the service recipients during the review process. Our findings highlighted the different epistemic beliefs about service learning held by different parties and provided practical insights in setting up service learning courses in business related disciplines.

15:20-15:45
78093 | Elevating Engagement and Motivation Through Multimodal Portfolios in Graduate Academic Writing Courses
Yueh Yea Lo, Universiti Malaya, Malaysia

This study explores the transformative potential of integrating multimodal writing portfolios into academic writing courses in a research-oriented university in Malaysia with a focus on increasing student engagement and motivation. While previous research in this area has been limited, the current study builds on the seminal work of Silver (2019) to examine the impact of multimodal portfolios on learner attitudes and performance in academic writing. The incorporation of multimodal elements, such as visual, auditory, and interactive components, into traditional writing portfolios represents a paradigm shift in pedagogy. The research methodology includes a case study design conducted in two graduate courses to comprehensively assess the impact of multimodal portfolios on student outcomes. The study not only measures observable improvements in academic writing skills, but also addresses the nuanced aspects of students' attitudes toward writing. Using a mixed methods approach, the study captures both quantitative data on performance metrics and qualitative insights into learners' experiences. Preliminary results indicate a significant positive correlation between the integration of multimodal portfolios and increased student engagement and motivation. The study concludes by emphasizing the implications of these findings for the broader academic community and offers insights into innovative pedagogical strategies that have the potential to improve the quality of graduate-level academic writing courses and foster a more dynamic and motivated learning environment.

15:45-16:10
79087 | A Study on Chinese Poetry Teaching Strategies of Experienced Chinese Teachers in High School
Fu-Lun Lee, National Taiwan Normal University, Taiwan

This study selected four experienced high school Chinese teachers as research targets. The investigation involved classroom observations, in-depth interviews, and document analyses to examine specific aspects of their poetry teaching practices. This study aimed to identify and summarize effective teaching strategies and methods for Chinese poetry in high school, providing valuable guidance for teachers in implementing poetry instruction. The study revealed the following key findings: (1) Guiding students to comprehend the genre forms enhances their understanding and appreciation of poetic works. (2) Identifying significant images in poetry and interpreting their organization and arrangement facilitate students' exploration of abstract connotations within poetry. (3) Encouraging students to critically reflect on the implicit gender and social issues in poetry, particularly reflected in the teaching of literature, enhances diversity and promotes active participation in society. (4) Actively connecting learning contexts both inside and outside the classroom narrows the gap between poetry and life.
Design, Implementation & Assessment of Innovative Technologies in Education

Session Chair: Ikhsan Ikhsan

Over the past decade, the integration of technology in education, particularly through gamification, has undergone a transformative revolution. The adoption of gamification technology attempts to facilitate teaching and learning processes for educators and students. Despite gamification technology gathering attention and being applied in certain fields, including business and marketing, computer science and information technology, and health and medicine, research is scarce in other disciplines regarding gamification technology and there is a dearth of understanding of students’ intentions. This study aims to improve understandings of the factors that influence students’ intentions to adopt gamification technology, specifically focusing on the Built Environment.

This study responds to the modern global concerns in the field of media, and it seeks benefiting from social media in teaching subjects of which the main elements and constituents of modern educational approaches are available. Situated or multimodal technology-assisted language learning aims to immerse learners in authentic language settings, fostering individual social, cognitive, and affective experiences. Autonomous sensory meridian response (ASMR), a sensory stimulation phenomenon, has piqued recent academic interest in exploring its application in education. The ASMR videos which are characterized by effective multisensory stimuli and unique discourse and representation genre demonstrate the capability to trigger exciting physical sensations and positive emotions, including focus, relaxation, and overall well-being in a growing global population. The multimodal nature of ASMR videos aligns with critical attributes for foreign language acquisition, providing stimulation, engagement, immersion, contextuality, authenticity, and emotional resonance. The current study seeks to investigate the potential of ASMR video to enhance the English as a Foreign Language (EFL) learning experience in the form of mixed-method research. First, a quasi-experimental ASMR video EFL learning study was developed to assess improvements in incidental general EFL proficiency intervention and instant gains of short-term vocabulary, listening, and pronunciation intervention among students at a Chinese university. Additionally, a focus group interview at the end was also conducted to gain qualitative insights into the learning experience. We hypothesize that ASMR videos offer an efficient and engaging alternative pathway for informal EFL learning, potentially adding perspectives to EFL pedagogy.

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This research introduces an innovative framework for enhancing teacher professional development at ICE Institute through the integration of artificial intelligence (AI) into reflective practice assessment tools within the Learning Management System (LMS). The primary goal is to offer educators personalized and data-driven insights to refine their instructional practices and foster continuous improvement. The proposed reflective assessment tool employs AI algorithms to systematically collect and analyze data, including student performance, engagement metrics, and interaction patterns specific to the open and distance education context. The AI-driven adaptive feedback system provides real-time, personalized feedback, emphasizing strengths, pinpointing areas for improvement, and suggesting targeted instructional strategies. Seamlessly integrated into the ICE Institute LMS, the user-friendly interface features a visual analytics dashboard, benchmarking capabilities, and direct access to professional development resources. The tool encourages teachers to formulate individualized continuous improvement plans based on the feedback, ensuring a tailored approach to professional growth. Privacy and ethical considerations are paramount, aligning the tool with ICE Institute commitment to data security and ethical AI use. The scalability of the tool facilitates widespread adoption, fostering a collaborative community of educators dedicated to refining teaching practices within the unique context of open and distance education. This research represents a significant advancement in leveraging AI to elevate reflective practices among teachers at ICE Institute, ultimately enhancing the quality of education delivery in the digital learning landscape.
Public speaking is a fundamental aspect of multilingual communication, often hindered by Foreign Language Anxiety (FLA). Using Oculus Quest 2 headsets, this research explored Virtual Reality’s (VR) potential as a tool for language students to develop their public speaking skills, particularly those facing FLA. The study assessed the effects of variations in virtual audience size and ethnic diversity on English learners. While VR reduced some aspects of anxiety, larger and ethnically diverse virtual audiences increased the perceived presence, diverting the speaker’s concentration. It was also observed that participants with significant in-person FLA experienced comparable levels of anxiety in VR. Participants recognised VR’s usefulness for rehearsal, confidence enhancement, and content improvement. However, challenges in preparation, fluency, and anxiety handling were still present. Crucial aspects such as avatar choice, audience behaviour in VR, and differences between VR and real-life presentations were highlighted. To conclude, while VR offers exciting prospects for enhancing presentation techniques and curbing anxiety, there is a need for more realistic audience simulations and strategies to confront public speaking fears.
The article presents a genealogical analysis of the concept of "international school" by critically examining its multifaceted manifestations across varying historical, cultural, and geopolitical landscapes. The article delineates the evolving signifiers of "international school", beginning from its pre-modern iterations in the 19th century, where such institutions in Europe epitomised intercultural and multinational ideals, juxtaposed against their contemporaneous Asian counterparts serving (trans)imperial diasporas within foreign settlements. Progressing to the interwar period, the article examines the inception of intergovernmental schools during a burgeoning international education movement, contributing to the articulation of an alternative trajectory within non-Western societies exemplified by the establishment of expatriate schools associated with multinational companies. The analysis then sketches the divergent trajectories of international schools in the Western Bloc and the Eastern Bloc during the Cold War era. This analysis elaborates the neglected history of international schools attended by children of revolutionaries from countries with wars and conflicts, including the Ivanovo International Children's Home and International Lenin School, as major contributors to the international education landscape in the 20th century. Lastly, this article examines the contemporary milieu of international schools that emerged from the 1990s onward in the new wave of globalization, deregulation of education markets, and new forms of mobility. It scrutinises the rapid proliferation of "non-traditional" international schools in the Global South and discusses the ideological dynamics between internationalism, globalization, and nationalism. This genealogical analysis illuminates the discourses and power dynamics underlying the changing concept of "international school" and their nuanced impact on the shaping of global education and society.

**Objective:** Intercultural competence plays a crucial role for teacher candidates to represent their ability to teach elementary students in other countries. Research in the U.S. showed (Barnatt et al., 2020) U.S. teacher candidates with mono-cultural background assumed they are well-prepared and strongly confident to teach students in other countries. However, the research showed U.S. candidates have some cultural deficiency when they do student teaching in other countries. This study is to explore U.S. candidates' ability to make transnational turns and their performance of their intercultural competence when doing student teaching in Asian countries. Theoretical frame: U.S. curriculum, under ideology development (Apply, 2005), about the change of cultural awareness, cultural immobilization, and multicultural individuals (Fitzsimmons, et al., 2019), may mislead teacher candidates showed positive attitude in teaching minority with their "color blind" or "cultural bias" in their teaching behaviors (Darling-Hammond, 2015). The continued and growing short- and long-term international student teaching provide candidates' authentic diversity experience through service learning (Lindahl et al., 2018). Methodology: U.S. teacher candidates participated in the international student teaching programs in elementary settings from 2018 to 2022 in Eastern Asia. Hermeneutic phenomenology, as a qualitative method, explores candidates' cultural competence after their learning (Lindahl et al., 2018). However, the research showed a central or curated space to enhance candidates' cultural competence from local to global in making transnational turns. Findings: Candidates experienced different meaning of "democracy" of education, which may limit candidates' development of cultural competence. Candidates were limited by U.S. localized multicultural perspectives to extend their globalized cultural competence. Conclusion: U.S. teacher preparation programs have space to enhance candidates' cultural competence from local to global in making transnational turns.

**Objective:** With the rapid growth of demand for international schools, many countries have been described as "foreign education without leaving home". The article delineates the rapidly growing phenomenon of "international schools" from its pre-modern iterations in the 19th century, where such institutions in Europe epitomized intercultural and multinational ideals, juxtaposed against their contemporaneous Asian counterparts serving (trans)imperial diasporas within foreign settlements. The article then sketches the divergent trajectories of international schools in the Western Bloc and the Eastern Bloc during the Cold War era. This analysis elaborates the neglected history of international schools attended by children of revolutionaries from countries with wars and conflicts, including the Ivanovo International Children's Home and International Lenin School, as major contributors to the international education landscape in the 20th century. Lastly, this article examines the contemporary milieu of international schools that emerged from the 1990s onward in the new wave of globalization, deregulation of education markets, and new forms of mobility. It scrutinizes the rapid proliferation of "non-traditional" international schools in the Global South and discusses the ideological dynamics between internationalism, globalization, and nationalism. This genealogical analysis illuminates the discourses and power dynamics underlying the changing concept of "international school" and their nuanced impact on the shaping of global education and society.

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In the era of AI minds that exceed human intelligence, there are pressing needs for digital talent accelerators and collective intelligence platforms to solve complex problems. This paper focuses on a proposal for a talent development platform [TDP] that emerges as a solution to address the unserved young adult gifted population, the unmet need for talent acquisition and empowerment, and current gifted education limitations to leverage the innovation of talents' collective intelligence. TDP will have a robust systematic methodology for talent identification, talent empowerment, and collective intelligence with the help of AI. TDP will be empowered by subject matter experts and advanced technologies to function as an educational, social, and innovative platform that will accelerate talent development and innovation through AI and ML. TDP with the help of AI and ML will tailor a personalized journey for talent development and empowerment, networking with like-minded minds and industries to foster innovation. TDP will use the direct and indirect network effects of talents and other users to make it high in cost of switching or multihoming. Several risk issues must be considered, including technical, legal, and regulatory risks. The quality of talent acquisition, development, and innovation must undergo thorough assessment and monitoring procedures. The security and confidentiality measures of TDP have to be in alignment with ethical practices adhering to appropriate bylaws and general data protection regulations. This paper will highlight the critical issues and implications of TDP.
Worldwide competition is looming over higher education with credential inflation and labour market congestion. Most studies focus on the student’s school-to-work transition phase, with few examining the dilemmas of labour market congestion, social closure and the actual struggles of graduate employability. This study examines the international student mobility (ISM) landscape and relates debates in employability theory to how the influx of Chinese international students to the West in pursuit of a degree that gives them a ‘distinctive’ status and relative employability edge has turned out to be dismal. I will discuss ISM trends and developments and then introduce details of Chinese students and Chinese graduates. The potential of combining the three main theories is then innovatively discussed to collectively address the criticism that employability theory is hollow, flimsy and lacks empirical validation (Brown, 2000, 2010). Three theories are classical human capital theory, Bourdieu’s cultural capital and Phillip Brown’s positional competition theory. The limitations of each theory and its potential application in combination are explored, and then the importance of incorporating these theories is reviewed in relation to the existing literature. Then, I explore in more depth the issues of employment and labour markets, critically reviewing the relevant literature and summarising research gaps in relation to the school-to-work transition, primarily the perception, experience, management and self-regulation of the labour market by Chinese graduates. This exploration reveals the clear limitations of the current employability literature, namely the problems of inadequate empirical verification of contexts and floating vacuous concepts, which provide the foundation for the theoretical exploration of this study.

Kate Daubney, Independent Scholar, United Kingdom

The ISM landscape is a product of social closure and the actual struggles of graduate employability. This study examines the international student mobility (ISM) landscape and relates debates in employability theory to how the influx of Chinese international students to the West in pursuit of a degree that gives them a ‘distinctive’ status and relative employability edge has turned out to be dismal. I will discuss ISM trends and developments and then introduce details of Chinese students and Chinese graduates. The potential of combining the three main theories is then innovatively discussed to collectively address the criticism that employability theory is hollow, flimsy and lacks empirical validation (Brown, 2000, 2010). Three theories are classical human capital theory, Bourdieu’s cultural capital and Phillip Brown’s positional competition theory. The limitations of each theory and its potential application in combination are explored, and then the importance of incorporating these theories is reviewed in relation to the existing literature. Then, I explore in more depth the issues of employment and labour markets, critically reviewing the relevant literature and summarising research gaps in relation to the school-to-work transition, primarily the perception, experience, management and self-regulation of the labour market by Chinese graduates. This exploration reveals the clear limitations of the current employability literature, namely the problems of inadequate empirical verification of contexts and floating vacuous concepts, which provide the foundation for the theoretical exploration of this study.

Kate Daubney, Independent Scholar, United Kingdom

This paper introduces an approach to developing student employability through existing academically rigorous curriculum by surfacing, articulating and assessing more intentionally the transferable skills innate to every academic subject. “Employability” is often considered only to be relevant to and developed through subjects and programmes which are aligned to professional careers and outcomes. But students of academic fields can be expected to develop a wider set of transferable skills that support them in a professional context, such as critical thinking and problem-solving skills. The paper explores the implications for learning design through reimagining learning outcomes, and approaches to teaching and assessment. It will also explore how we can reconsider authentic assessment and experiential learning, both traditionally associated only with professionally-aligned subject areas. It will conclude with some suggestions about how this impacts universities’ ability to prepare students for an uncertain future of work.
The study seeks to explore the various aspects related to online or distance learning in the current scenario of online education due to the pandemic and identify factors that will be effective for the implementation of a successful distance learning by looking at different perspectives of the relevant stakeholders involved. Literature will be reviewed to establish what previous studies have contributed to the research problem of the study. The study, which is purely based on survey method involves the data from primary and secondary sources. Samples for primary data includes students and the faculty members from Modern College of Business and Science. The study will use sampling methods for collecting the data for the research warrants from respondents. The secondary data are to be collected from different sources including websites, newspapers, books, and journals. The data will be analyzed by making use of (i) Arithmetic Mean (ii) Coefficient of Variation (iii) Growth Rates, (iv) Analysis of Variance (ANOVA), (v) Simple Regression (vi) Multiple regression analysis. Recommendations will be made available to relevant parties such as faculty, students, higher education institutions, other researchers, and policy makers to focus on the Design of the Distance Learning program emphasizing on the key factors identified as having an impact on the quality of the program and thus the student learning experience.

STEM education in the Philippines compels essential changes amidst the pandemic. The pedagogical modifications must adapt towards the ease of return to a face-to-face and hybrid learning environment. Underperforming students have been a continuing issue among learners, as displayed in the quarterly performance scores in general chemistry. Utilizing Massive Open Online Course (MOOC), this paper investigates the improvement of learning among grade 12 STEM students. The study was conducted during the 3rd Quarterly Period in General Chemistry 2 with learning delivery modification employing a flipped classroom method in teaching thermochemistry, chemical kinetics, and intermolecular forces. Using the pretest-posttest method (PPM) treated with the Hake g factor of normalized gain to measure students’ cognitive learning gains and a two-tailed t-test to determine the significant difference in the PPM result, the study investigates the students’ perception of using the MOOC and flipped classroom method as a pedagogical approach. As supported by the t-test result, the Hake g result of 0.112 (low gain) shows insignificant changes in cognitive improvements. Students perceive this as a result of the following factors: internet connectivity and technological availability. However, students have elaborated that the intervention has improved the lesson delivery by providing them with self-learning options, flexible time, and increased learning vigor and appreciation towards laboratory experiments. Furthermore, the researcher recommends profound planning and execution during the implementation of the intervention. In conclusion, STEM education in the Philippines needs to be more flexible and accessible to meet the needs of learners by determining optimal implementation strategies.

To adopt a "guide on the side" and not the sage-on-the-stage style of delivery, National University of Singapore Libraries (NUS Libraries) reformed library instruction for the undergraduate Nursing programmes. The aims of the reform were to make library instruction for research and information literacy skills scalable; adaptable to different learning preferences; and to better standardise teaching practices. The flexibility of a blended learning approach which combined synchronous and asynchronous delivery of content facilitated the teaching of students from various backgrounds. Asynchronous videos and self-administered quizzes were created and embedded in the online platforms for self-assessment. As this meant that not all teaching must be confined to a single in-person workshop like the past, the teaching of research skills could be scaffolded across the four years of the nursing course. Tools utilised included a combination of online discussion platforms, Microsoft Teams project submissions, and in-person consultations to provide a blended learning approach to in-class instruction for the undergraduate nursing course. The combination of scaffolding and blended learning tools made teaching more accessible to different students with varying learning styles, and enabled the librarians to become better pedagogical mentors, allowing students to be guided to their own conclusions instead of relying on instructors telling them the answers. To ensure successful technological integration, this presentation looks to assess and evaluate the approach used in the Nursing programmes using Mishra and Koehler's (2006) TPACK framework.

"Engineering Material II" is a Year 3 undergraduate major elective course that offers fundamental training to students who are interested in pursuing a career in materials-related fields or advanced study programs. Over the past three years during pandemic, this course has been taught in both real-time online mode and mixed mode, which combines online and face-to-face elements. Taking into account the positive feedback from students regarding the online components and the benefits of face-to-face interactions, we have successfully integrated and transformed this course into a blended learning mode. This paper addresses the challenges encountered during the conversion process and outlines our approach to designing a cohesive blended learning course. We aimed to ensure a seamless transition between online and face-to-face modules while truly achieving a blended learning experience. Additionally, the paper evaluates students’ engagement with a video analytics tool, providing insights into their involvement throughout the course.
This study addresses the critical role of entrepreneurial education in shaping future innovators and agents of change, with a focus on the integration of two seminal frameworks: Kearney’s ‘4 Principles of Entrepreneurial Pedagogy’ and Bloom’s ‘Three Domains of Learning.’ Central to the study is the Business Essentials through Action (BETA) module, designed to integrate Kearney’s experiential, learner-centred techniques with Bloom’s cognitive domains, thereby enhancing entrepreneurial skills. Utilizing a mixed-methods approach, the study encompassed 235 students, dividing them into two groups: 118 in the BETA module and 117 in a traditional curriculum. Their entrepreneurial competencies were assessed using the Personal Entrepreneurial Competencies (PEC) questionnaire, focused on traits such as risk-taking, persistence, and opportunity-seeking. Complementing this quantitative data, qualitative insights were gathered through structured interviews with students and focus group discussions with six lecturers. These conversations explored the perceived effectiveness of the BETA module in nurturing students’ entrepreneurial abilities. Preliminary findings indicate a substantial improvement in entrepreneurial skills among students in the BETA module. This suggests that the integrated educational approach employed in the BETA module is effective and could potentially inspire a paradigm shift in educational practices. The research contributes to understanding how Kearney’s and Bloom’s frameworks can be effectively combined to cultivate entrepreneurial mindsets and skills. By offering a detailed, mixed-methods analysis of the integration of these educational frameworks, the study highlights their role in creating more engaging and practical learning environments in higher education. These findings suggest a promising path for the global evolution of entrepreneurial education.

Scope of the study: Psychomotor skills are an important learning domain for an undergraduate student in the teaching and learning of an orthodontic course. Methods: A change in mode of teaching by the teacher and learning modality from the students was made in psychomotor skills based CLO [Course Learning Objective]. A mandatory exercise given to students to watch live video demonstration in the laboratory and then live hands-on demonstration was delivered before they practice or learn the intended practical. CLO [Course Learning Objective] analysis of the Orthodontic Novice course over a period of last 4 years from 2019-20 till 2022-23 was used for the study. The data retrieved from the orthodontic division of the preventive dentistry department. Feedback Mechanism: The authenticity of the study was through the internal audit reports from the department council. Results: Course reports evaluation over the period of last four years showed an improvement in the CLO achieved for the psychomotor skill-based CLO. Conclusion: These results suggest the procedural video was as good as the live demonstration in teaching and learning psychomotor skills but a combination of both proved to be better. This combined approach of Video-Live Combo Demonstration [VLCD] proved to be effective in curriculum and hence recommended for the implementation in courses with both didactic and practical.

13:05-13:30
78224 | A 4-Year Comparative Evaluation of Psychomotor Skills Development Through an Innovative Teaching and Learning Method – VLCD
Raghu Devanna, Taif University, Saudi Arabia
Yousef Althomali, Taif University, Saudi Arabia
Nayef H Felemban, Taif University, Saudi Arabia
Azza Owayimer Alhazmi, Taif University, Saudi Arabia
Thamer Eidhah Alzahran, Taif University, Saudi Arabia
Amith V Holenarasip, Taif University, Saudi Arabia

13:30-13:55
77748 | The BETA Module in Action: An Empirical Study on Enhancing Entrepreneurial Skills Through Kearney’s and Bloom’s Guiding Principles
Edwin Seng, Singapore Polytechnic, Singapore
Yen Yen Tar, Singapore Polytechnic, Singapore
Lynn Lam, Singapore Polytechnic, Singapore
Cynthia Lam, Singapore Polytechnic, Singapore
Angela Koh, Singapore Polytechnic, Singapore

This study addresses the role of entrepreneurial education in shaping future innovators and agents of change, with a focus on the integration of two seminal frameworks: Kearney’s ‘4 Principles of Entrepreneurial Pedagogy’ and Bloom’s ‘Three Domains of Learning.’ Central to the study is the Business Essentials through Action (BETA) module, designed to integrate Kearney’s experiential, learner-centred techniques with Bloom’s cognitive domains, thereby enhancing entrepreneurial skills. Utilizing a mixed-methods approach, the study encompassed 235 students, dividing them into two groups: 118 in the BETA module and 117 in a traditional curriculum. Their entrepreneurial competencies were assessed using the Personal Entrepreneurial Competencies (PEC) questionnaire, focused on traits such as risk-taking, persistence, and opportunity-seeking. Complementing this quantitative data, qualitative insights were gathered through structured interviews with students and focus group discussions with six lecturers. These conversations explored the perceived effectiveness of the BETA module in nurturing students’ entrepreneurial abilities. Preliminary findings indicate a substantial improvement in entrepreneurial skills among students in the BETA module. This suggests that the integrated educational approach employed in the BETA module is effective and could potentially inspire a paradigm shift in educational practices. The research contributes to understanding how Kearney’s and Bloom’s frameworks can be effectively combined to cultivate entrepreneurial mindsets and skills. By offering a detailed, mixed-methods analysis of the integration of these educational frameworks, the study highlights their role in creating more engaging and practical learning environments in higher education. These findings suggest a promising path for the global evolution of entrepreneurial education.

13:55-14:20
77882 | Applying AI Applications into EFL Classrooms: Vietnamese High School EFL Teachers’ Perceptions
Que Anh Chung, Edith Cowan University, Australia

Artificial Intelligence (AI) has had a significant impact on diverse aspects of education and English language teaching. However, there seems little investigation into how high school teachers perceive the use of AI applications, specifically in Vietnamese EFL settings. Thus, this study seeks to investigate Vietnamese high school EFL teachers’ perceptions of integrating AI applications into their classrooms. Semi-structured interviews were used to gather data from eight high school EFL teachers in Vietnam who had experience incorporating AI applications into their teaching practices. The research employed a thematic approach for the analysis of qualitative data. The findings show that most participants perceive the incorporation of AI learning tools in EFL classrooms as a promising strategy for enhancing EFL instruction and learning outcomes because they can help reduce the teachers’ workload, offer an extensive range of high-quality teaching materials, and increase the students’ interest in lessons. The findings further reveal that teachers’ insufficient technological proficiency, inadequate training on effective incorporation of AI applications in EFL classrooms, lack of necessary facilities, and opposition from parents of students are perceived to hinder the use of AI applications in EFL classrooms. To conclude, the study discusses the implications for second/foreign language teaching and learning.
Cultivating a Research-Fostering Culture in Higher Education Institutions: The Importance and Best Practices of Quality Assurance
Karima Almazroui, Mohamed bin Zayed University for Humanities, United Arab Emirates
Malika Shatnawi, Mohamed bin Zayed University for Humanities, United Arab Emirates

Higher education institutions play a crucial role in promoting research and fostering innovation. By cultivating an institutional culture that prioritizes research, these institutions can make significant contributions to the progress and advancement of nations and societies. This research adopts qualitative research methods that include literature review, document analysis, and best practices benchmarking. It draws extensively on research and policy literature on institutional culture and research quality assurance, as well as international best practices of higher education institutions. This paper explores the essential components of an institutional culture that promotes research and identifies the mechanisms and conditions required for establishing a research-friendly institutional culture in higher education institutions. It highlights the important role of quality assurance frameworks and practices in promoting research excellence and innovation in higher education institutions. Through examining the challenges encountered by higher education institutions and the strategies and initiatives successfully implemented by leading universities in the world, it is revealed that to cultivate a research-fostering institutional culture, higher education institutions should establish and implement a set of policies and mechanisms at different levels, including establishing clear goals for research, implementing quality assurance mechanisms, providing professional development opportunities, fostering mentorship, promoting a supportive environment, investing in infrastructure, and collaborating with industry, government agencies, and other research institutions. The policy and action-oriented findings of this research could inform and benefit policymakers, institutional managers, and other stakeholders in higher education regarding effective practices for cultivating an institutional culture that fosters research.

Examining Underprepared Students
Minako Inoue, Health Science University, Japan

Universities in Japan have been suffering from a shortage of applicants owing to the declining number of 18-year-old population. To secure intake quotas and finances, many universities have been accepting many underprepared students, which may result in an increase in academically low-proficiency students. In these situations, the role of placement has become increasingly important. Placement tests were administered to new students to measure their knowledge of various subject areas. They are used to place students in appropriate classes. It ensures proficiency-based learning and provides individuals with equitable and relevant learning opportunities. With such diagnoses, it is possible to identify unprepared students who require appropriate and effective support, and the necessary interventions should be considered. However, further information on individual students is necessary to better understand these underprepared students. This study aims to examine underprepared students. Their English proficiency levels, vocabulary sizes, educational backgrounds, admission styles, attitudes and perceptions toward English learning, and GPA were revealed. The analysis involves numerical presentation, distributions, frequency, and correlations. This study identified correlations between these factors. It was also found that underprepared students had distinctive characteristics compared to students whose proficiency levels were not low. It is hoped that the results of this study will help build an appropriate and supportive educational environment as well as provide better predictions of early failure (possible dropout).

Profile of At-Risk Students in MPSPC Tadian Campus
Obie Noe Madalang, Mountain Province State Polytechnic College, Philippines

The Retention Rate in Mountain Province State Polytechnic College-Tadian Campus within the past five years is low at 66% while the Graduation Rate is even lower at 47%. Obviously, this is not an encouraging statistic but before one can suggest solutions to improve this existing condition, one has to determine the factors causing the prevalence of at-risk students or students likely not to pursue or finish their studies. The following problems were answered in this study: What percentage of students currently enrolled in campus are considered to be at-risk? What are the likely factors that put these students at-risk? What actions may be done to provide support to the students in minimizing or preventing the possibility of their dropping out at the same time raising the retention and graduation rate in the campus? Through descriptive survey using questionnaire, interview, and background investigation on all the currently enrolled students, eighty three (83) per cent of the total student population in the campus consider themselves at-risk and have a great chance of not finishing their studies due learning challenges caused by insufficient pre-college preparation or slow learning capacity, problematic family situation, unsupportive or discouraging faculty and staff, unpleasant or hostile school environment, and off-campus distractions such as vices and other diversions. Majority of the informants recognized the need for counselling, restructuring of school policies, tutoring, and community involvement in order for them to survive college. These recommended solutions are all dependent on the responsiveness of the school administration.
This qualitative study examined strategies older Philippine women use to overcome barriers to extending their working lives. Female labor force participation rates in the Philippines are among the lowest in the ASEAN region. Unemployment is particularly acute with older women, only 37.4% are employed. Women face many barriers to participation including traditional reproductive roles, occupation segregation by gender, education, and geographic location. Thirteen professional women, recruited by word-of-mouth, were interviewed (mean age = 66) about their experiences in changing careers or employment after 55 years old. The majority of the respondents had at least a college degree and were formerly mid-to-executive level professionals in government or private corporations. A change in family circumstances (i.e., parents needing care, death of parents or spouse); in government administration (i.e., respondents with political appointments), or development projects that had come to an end were the main reasons for a change in employment. At the time of the interviews, respondents were full-time employees (3), entrepreneurs (2), worked short-term contracts (5) or volunteered (1). Respondents took contract work, worked for international agencies, or became entrepreneurs, to circumvent age-based mandatory retirement laws. They selected jobs they had experience with, that had an altruistic outcome, were interesting and/or convenient, and met their caregiving obligations. However, they perceived few jobs were available to them, and reported both blatant (e.g., being denied a job because of age) and subtle (e.g., need to appear young) age discrimination. Economically-advantaged women face many barriers to extending their working lives.

With ’Aging in Place’ as the dominant service model for care for older adults, older adults are encouraged to stay as long as possible in their own domestic settings. As carer strain soars amid rapid population ageing, communities are expected to be equipped with an increasingly wide range of support services, provided to the cared-for and increasingly informal carers of older adults in the community. Drawing upon an exploratory study on informal care provision for older adults in Hong Kong, this paper attends to how informal carers are constructed and represented in the neoliberalist policy discourses. Representations of carers, carers’ needs and their relationships with the cared-for are examined. Observations are juxtaposed with findings of how carers understand their role and make sense of the identity of ‘carers’. It is argued that informal carers’ understandings and experiences of their care provision as embedded in social (predominantly family) relationships do not easily reconcile with the policy’s consumerist focus on choices and self-directed care. This paper reflects on what these findings mean for a neoliberalist welfare context that strives to be both ‘elderly-friendly’ and ‘carer-friendly’. Implications for old age care policy and carer support services are drawn.

To support healthy ageing, the government and the civil society are committed to formulate policies and develop programmes guided by principles that emphasize older adults’ active and meaningful participation in society and their ensuing integration with the rest of the population. It is crucial to promote positive images of ageing and older adults while dispelling stereotypes and misconceptions. As the number of higher education graduates entering professions and industries that serve an ageing population continues to rise, it is important to examine their understandings of ‘ageing’ and ‘old age’ and what this means for relevant policy and practice. This paper draws upon a focus group study on higher education students’ understandings of ‘ageing’ and ‘old age’ in Hong Kong. It is observed that participants from different major disciplines demonstrate varying degrees of awareness of the issues and challenges arising out of serving a multigenerational and ageing population in workplace and in the larger society. Also considered is the relevance of the Covid-19 experience for their understandings of what makes old age potentially ‘problematic’. The paper probes what these findings mean for the active ageing paradigm and positive ageing ideals, in a wider societal context commonly seen to be witnessing a shrinking young population and tensions in intergenerational relations. Implications for policy and practice focusing on health and wellbeing at old age are drawn.
This study aimed to assess the life satisfaction of elderly individuals and its associated factors, examining the empirical relationship, direction, and intensity of these variables. The investigation explored the mediating roles of physical and mental health scores on life satisfaction, using data from the fourth wave of the Health, Aging, and Retirement in Thailand (HART) survey conducted in 2022-2023. The sample included 646 individuals aged 45 and older, representing five regions, including Bangkok. Structural equation modeling was employed for data analysis. Results indicated significant effects of mental health and asset ownership on life satisfaction, with mental health mediating the association between asset ownership and life satisfaction. Physical health acted as a mediator for the relationship between mental health and net income. Social activity participation also showed a significant indirect effect on life satisfaction. Among those aged 60-69, mental health was a significant factor influencing life satisfaction and served as a mediator between asset ownership and life satisfaction. For those aged 70 and older, heightened levels of mental health contributed significantly to increased satisfaction, demonstrating an age group moderation effect. In summary, mental health and asset ownership significantly impacted life satisfaction, with mental health mediating the association between asset ownership and life satisfaction. Physical health was considered as a mediator for the relationship between mental health and net income, and social activity participation indirectly influenced life satisfaction. The age group played a moderating role, with mental health being significant for those aged 60-69 and aged 70 and older.

This paper is based on an empirical study of the growing isolation and loneliness among the aged in middle-class families in Kolkata (Calcutta). The seminal observation is that the rationalization of the family size because of growing age at marriage, fertility control (when the one-child family is the standard), and the large-scale dispersal of the younger members because of marriage (of the daughters) and career opportunities leave the aged members in isolation and loneliness. The other factors that contribute to isolation and loneliness among elderly citizens are (a) the death of one of the spouses and (b) the breakdown of the health of the surviving one to the point of making her/him dependent on others. The inevitable consequences are (1) isolation and loneliness, and (2) a serious care crisis. The modernity-induced "rational approach" to life is the root cause of the crisis as kinship-based life and mutual care which were the markers of the traditional Indian large families a generation or two ago are no longer visible in the fast-changing urban life in the age of globalization. In the absence of any State support the elderly citizens and their children respond to the crisis by (1) hiring the services of professional caregivers of different kinds, (2) by shifting to old age homes, and (3) by making some adaptive changes in living arrangements of the grown-up married children.

The research sought to explore the lived experiences of the institutionalized elderly during COVID-19 Pandemic. The purpose of the study is to uncover their way of meaning-making patterns that have shaped their stay in the institution. This study conducted a semi-structured interview with 6 idiographic illustrations as it utilized a qualitative research design and specifically employed Interpretative Phenomenological Analysis. The findings of the study have revealed that institutionalization amid the pandemic has made them think that they are a liability, physically inadequate, and conditionally accepted. This sudden life transition made them feel the pain of not mattering, a longing for freedom, and a high sense of nostalgia. Consequently, despite their negative thoughts and feelings towards institutionalization during the crisis, they still choose to rise above the challenges by choosing to cope positively. Instead of feeling lonely, they connect with their non-familial relationship, embrace life for what it is, and strengthened their faith in God. In essence, this study is deemed to be significant in policy-making due to the susceptibility of this population to COVID-19. By highlighting the lived experiences of the institutionalized elderly, the findings can help and serve in developing meaningful program intervention efforts as points of action during the pandemic and beyond. As such, the study recommends that it is imperative to create strategic planning to cater to the geriatric population's diverse and progressing needs.
This study aims to explore the usefulness and characteristics of data from the Divorce Predictors Scale (DPS), based on Gottman’s couples therapy, in predicting and understanding marital stability. The data used in this study is sourced from a previous Turkish research paper that employed the DPS questionnaire. The participants consisted of 84 (49%) divorced and 86 (51%) married couples. In addition to completing the DPS, participants also provided personal information. The current study utilizes a different approach by applying structural equation modelling (SEM) and statistical analyses with varying granularity to the existing data. The main objectives are to assess the predictive power of the DPS and identify the key features/items within the scale that significantly influence divorce outcomes. Furthermore, this study incorporates the Bayesian prediction of categories modelling technique to enhance the predictive accuracy of the DPS. By employing Bayesian methods, the study aims to capture the uncertainty and variability within the data, providing more robust predictions of divorce outcomes. Additionally, the study explores the data mining properties of the DPS dataset through clustering analysis. The goal is to identify distinct patterns or clusters within the data that may reveal underlying subgroups or characteristics related to marital stability.

Stigma affects not only patients but also caregivers of people with psychosis. The number of studies exploring the stigma faced by families of people with psychosis in Indonesia remains limited. This study aims to measure the degrees of family stigma and its correlates among family caregivers of people with psychosis in Yogyakarta, Indonesia. A total of 160 family caregivers of individuals who experience psychosis were recruited from public health centers (puskesmas), outpatient hospital psychiatric clinic, and spiritual-based rehabilitation centers in Yogyakarta, Indonesia. Participants completed the Family Interview Schedule (FIS), sociodemographic, and clinical factors questionnaires. We employed descriptive analysis, binary and multinominal logistics regression to explore the stigma levels and its correlates among caregivers of individuals with psychosis. The study revealed that 62.5% of participants experienced family stigma reported low stigma, while 37.5% showed high stigma. Awareness-raising efforts received the highest positive response at 73.1%. Grief or depression was reported by 56.3% of participants due to their family member's condition. Only 13.1% expressed the need to hide the illness. Family caregivers living alone were five times more likely to have higher stigma than those at spiritual-based rehabilitation centers (OR=4.86, 95% CI=[4.18-5.66]). Positive responses to awareness efforts reflect effective education. The significant proportion experiencing grief or depression highlights the need for targeted support. Tailored support is essential for caregivers living alone, as they face elevated stigma and a substantial emotional burden. Findings emphasize the essentiality of emphasizing holistic destigmatization, emotional support, and community integration.

Sexual harassment is a prevalent social issue amongst our population. While studies on female victims of sexual harassment are widely available and accessible, the same can't be said for its male counterpart. The study aims to bridge the gap in literature and to give a voice to the minority for future discourse and support through examining mental health practitioners’ perspectives and lived experiences of helping Malaysian male adults who experienced sexual harassment. This study utilised a descriptive qualitative research design through a constructivism approach to comprehend the interviewees’ perspective (n = 6) on the subject matter. Results indicates the need to establish a conducive therapeutic relationship with their clients, to plan and devise therapeutic pathway for their sessions with their clients, the unexpected nature of the disclosure of the sexual harassment experience and learning through the journey with their clients. Meanwhile, the sub-themes constructed from this study involves cultivating a safe space, respecting the client's uniqueness in their experience, introspection for better empathy, structurally planning for their sessions, the lack of experience in the subject matter, challenges faced when exploring the survivor's experiences, evolving perspectives towards their clients' experiences, and attempting to remain impartial in the session. Overall, the study hopes to shed some light on the discourse for future focus on research and discussions amongst researchers and the population alike, highlighting the importance of training in this specific modality.
Postpartum depression (PPD) is a significant mental health issue that affects many new mothers worldwide. PPD impacts mothers’ well-being and can have far-reaching consequences for infant development and family dynamics. Purpose: The study aimed to develop and implement a psychological intervention program in reducing postpartum depression and enhancing emotional intelligence.

Methods: The study used the Conklin program developmental model. The Postpartum Depression Screening Scale (PDSS) and Schutte Self-Report Emotional Intelligence Test (SSEIT) were utilized to assess participants’ level of postpartum depression and emotional intelligence before and after the intervention. Results: The study developed a psychological intervention program and results revealed that the BCALM program comprises five modules, with a total of 17 sessions, each lasting 2 hours, which led to a statistically significant difference in participants’ pre and post-test scores. Conclusion: The program was effective in reducing postpartum depression and enhancing emotional intelligence.

A case study of a Thai woman who seeks psychoanalytic treatment for her OCD diagnosis via tele-counseling. Interpretation and dream analysis had been able to elevated some of the symptoms such as excessive guilt and intrusive flashes of sexual imagery. However, both the therapist and the patient found not much progress has been done after and the patient suffered the same symptoms. The therapist and the patient ran into each other by accident outside of session on one occasion and found that the patient might be autistic. Once the EEG scan and official diagnosis from psychiatrist confirmed that the patient has autism, new treatment plan has been implement. This new treatment plan consists of 1) mathematical logic education and homework 2) walk-and-talk therapy 3) hypothesis generating and testing by evidence 4) building trust through physical activity with the therapist 5) gathering evidence and hypothesis testing 6) creating structure. The patient reported change in typical mode of perception during social interaction outside of session only after 3 months of the new treatment plan such as no longer need to copy others in social interaction, better management of sensory overload, decreasing in fear of physical touch, and the ability to focus on social interaction without becoming overwhelmed by minor details. Since multiple psychoanalysts such as Bion and Matte-Blanco proposed the use of applied mathematics for psychotherapy, and the general knowledge about autism has been lacking in psychoanalytic theory. The author hopes to bridge the 2 gaps.

Adults with Attention Deficit Hyperactivity Disorder (ADHD) experience various specific difficulties with figurative comprehension, like reaching the intended meaning of metaphors and non-literal language in general (Segal et al 2015). Significant pragmatic and social difficulties, which usually lead to functional problems, are among the most common difficulties experienced by individuals with ADHD, which is one of the most frequently diagnosed disorders in children. However, in many cases the diagnosis is not provided until adulthood. Diagnosing adults with ADHD faces different obstacles due to numerous factors, such as educational or under-resourced familial environment, high intelligence compensating for stress-inducing difficulties and additional comorbidities. Undiagnosed children and adolescents with ADHD may become undiagnosed adults with ADHD, who miss out on the early treatment and may experience significant social and pragmatic difficulties, leading to functional problems which subsequently affect their lifestyle, education and occupational functioning. The proposed study presents a cost-effective and unique consideration of the pragmatic aspect among adults with ADHD. It provides a systematic and standardized evaluation of the pragmatic level in adults with ADHD, based on a comprehensive approach introduced by Arcara & Bambini (2016) for the assessment of pragmatic abilities in neuro-typical individuals. This assessment tool can help not only identify the pragmatic difficulties in the ADHD population but also advance effective intervention programs that are specifically focused on pragmatic skills, thus, helping the individuals with pragmatic disorders to improve their social skills for a more successful integration in their academic studies and at their workplaces.
Motivation to Volunteer in Indonesia: Scale Validation and Item Analysis
Valendra Granitha Shandika Puri, Syarif Hidayatullah Islamic State University, Indonesia
Sarah Rietze, University of Leipzig, Germany

Implementing successful organizational change is challenging and to better understand it, researchers and practitioners have proposed a variety of models of change management. Paradoxically, while the behavior change of organizational members lies at the core of organizational change, theories and models of behavior change are rarely applied to organizational change management. Such knowledge could improve our understanding of underlying psychological mechanisms behind organizational change adoption and maintenance. We developed a model of organizational change that integrates knowledge across the organizational and behavior change fields by (i) unifying change practices derived from organizational change models and from behavior change techniques; (ii) identifying and unifying underlying psychological mechanisms derived from theories that explain how organizational and behavior change occurs; and (iii) linking change practices to psychological mechanisms. The resulting model aims to provide theoretical and practical guidance for those involved in the planning and implementation of organizational change.

Daily stand-up meetings are the most commonly used method in agile teams. In daily stand-ups, team members gather to coordinate and align their efforts, typically for a predefined period of no more than 15 minutes. The primary purpose is to ask and answer the following three questions: What did I accomplish yesterday? What will I do today? What obstacles are impeding my progress? Daily stand-ups aim to enhance communication, mutual understanding, and support within the team, as well as promote collective learning from mistakes through daily synchronization and transparency. The use of daily stand-ups is intended to eliminate psychological safety within teams, which is the belief that it is safe to show oneself and take personal risks. Our studies explore the relationships between daily stand-ups, psychological safety, and psychological well-being. In a first study, based on survey results (n = 318), we demonstrated that daily stand-ups have a positive indirect effect on job satisfaction and a negative indirect effect on turnover intention through their impact on psychological safety. In a second study, we investigate, using an experimental design, how the use of daily stand-ups in teams enhances psychological safety and well-being compared to a control group that does not use daily stand-ups. Psychological safety is considered one of the most crucial cultural factors for a sustainable, agile organization. Agile approaches, such as daily stand-ups, are a critical part of the evolving work environment and offer a proactive means to shape and foster psychological safety within teams.

Factors of Workplace Spirituality Enabling Environmental, Social and Governance (ESG) Goals in Business Organizations
Sanseep Seth, Pfizer India Limited, India
Veena Jadhav, SP Jain School of Global Management, Singapore

Positive human behavior towards environment and society is the key to enable ESG (Environmental, Social, and Governance) Goals in business organizations. Workplace Spirituality (WPS) play a crucial role in engaging employees psychologically to transform their behavior towards ESG. Objective of the study is to examine key factors of Workplace Spirituality and its impact on ethical, sustainable, and social behavior of employees. Research methodology covers conducting a systematic literature review to identify gaps, contradictions and opportunities and develop a conceptual framework. It has been established through literature review that various isolated studies were conducted on WPS however strong need is identified to devise ‘a holistic conceptual model’, which is achieved through this systematic and structured study. The outcome of the study establishes a positive correlation of WPS with employee behavior in all respect i.e. Individual, organizational and leadership level. Conceptual model covers four independent variables i.e. organizational aspects, leadership style, Individual psychological capabilities (emotional and spiritual intelligence) and higher purpose. Study outcome shall benefit management practitioners and companies by enriching understanding on factors of WPS in the business organizations and achieving ESG goals by transforming employee's behavior. The study signifies that decisions and practices adopted by the management with spiritual values such as honor, morality, kindness, hope, love and nurturing will help to deal with corporate challenges more effectively. This study also contributes to the Maslow Theory on motivational behavior where self-transcendence based on spiritual values is considered as the ultimate level of motivation for human behavior at work.

Motivation to Volunteer in Indonesia: Scale Validation and Item Analysis
Valendra Granitha Shandika Puri, Syarif Hidayatullah Islamic State University, Indonesia
Hastin Melur Maharti, Universitas Indonesia, Indonesia

Volunteerism has advantages for the community. So, the measurement of volunteerism is important to research. Some study finds that motivation to volunteer are unidimensional construct. However, there are researchers that obtain evidence that it is multidimensional construct. This study aims to examine the motivation to volunteer construct in Indonesian sample, that never be done in the previous study. The instrument used is the Indonesian adaptation of Volunteer Functions Inventory by Clary et al (1998). Confirmatory Factor Analysis (CFA) used to examine the six dimensions of the construct (Values, Understanding, Social, Career, Protective, and Enhancement). The example of the item is “by becoming a volunteer I don’t feel lonely”. Item analysis using Rasch method is examined to check the items of the scale. Result shows that motivation to volunteer in 108 Indonesian sample aged 18-59 years old (M=26.82; SD=5.66) is multidimensional construct (RMSEA0.9; TLI>0.89). Rasch analysis show good person reliability (0.87) and good item reliability (0.96). All items have good psychometric evaluation. However, based on Rasch analysis, it is identified that an item has differential item functioning (DIF). The feeling of being needed when volunteering was higher in the male sample than in the female sample. The findings provide empirical evidence that motivation to volunteer with Indonesian sample is multidimensional construct. Besides, an item should be revised, so there is no gender bias. The findings of this study can be used to conduct a further research about motivation to volunteer especially in Indonesia sample with its culture and norm.
Bullying's Long Reach: Expanding the Understanding of Muscle Dysmorphia in Adult Men

Michal Mahat-Shamir, Ariel University, Israel
Asaf Dubinsky, Ariel University, Israel
Maya Kagan, Ariel University, Israel

76197 | 12:05-12:30

Session Chair: Maya Kagan

Psychology, Mental Health & Behavioral Science

Friday Online Parallel Session 2

10:50-11:15

77107 | Case Study: Regaining Mental Capacity Through Innovative Behavioral Intervention in Neurorehabilitation

Dayana Georgieva, Hollanden Park Hospital, Renovo Care, United Kingdom

Jess, a single mother of four, suffered a stroke at the age of 48, resulting in fronto-temporal brain damage and left-sided paralysis. Subsequently, she experienced a right subclavian artery thrombosis, leading to the amputation of her right upper limb. Jess also had chronic neuropathic pain, tonic-clonic seizures, and a mild mood disorder. Initially deemed unsuitable for rehabilitation due to her limited engagement in acute treatment, Jess's reluctance stemmed from fear of falling and pain avoidance. A subsequent assessment revealed her strong motivation for improvement despite negative self-image and low self-efficacy. Jess was admitted to rehabilitation 8 months after her brain injury, with fluctuating mental capacity due to emotional regulation deficits. Neuropsychology assistant designed a behavioral intervention focusing on improving engagement, fear management, and building psychological resilience. This included an innovative Advance Consent Form (ACF) for Jess to pre-select transfer days, combined with motivational interviewing; second and third-wave therapy approaches for adjusting to change; and a team-based desensitization and positive reinforcement strategy. Family played a vital role in her successful discharge home. The intervention employed a multiple-baseline-across-behaviors design, resulting in significant improvements over 9 months and maintained after ACF removal: Hoist Transfers Frequency (HTF) increased from once/monthly to once/daily, refusals of therapies and care decreased, new goals achieved weekly across different domains. 4-month follow up reported HTF as 1/week with associated contextual barriers. The outlined approach assisted Jess to overcome her barriers, regain mental capacity, increased her locus of control and resilience, and achieved her primary goal of returning home.

11:15-11:40

76326 | Neuroticism and Emotional Regulation in Solitude

Doyon Kim, Yonsei University, South Korea

This study explores whether a significant correlation exists between neuroticism and emotion regulation in solitude. The sample consisted of 501 participants from a quota-based U.S. representative sample with data collected on the Prolific online platform from "The Value of Solitude" dataset (2022). We analyzed the six Big 5 dimensions of neuroticism and emotional regulation in solitude. For neuroticism, participants reported their responses on a Likert scale of 1-5. For emotional regulation in solitude, participants rated the importance of a solitude function on a Likert scale of 1-7. Our results showed a correlation between participants with high levels of neuroticism and participants who chose solitude to regulate their emotions. Even after controlling for variables such as age, gender, and income, the data indicated that the relationship is still robust. Individuals high in neuroticism are more likely to be in solitude to regulate their emotions, as neurotic individuals choose safe situations and avoid risks. Understanding the relationship between neuroticism and emotion regulation in solitude can offer insight into further research on the mechanisms to identify specific coping mechanisms for those high in neuroticism. From a clinical perspective, such an understanding can also shed light on varying types of treatment catered to personal preference, making it possible to suggest different treatments for those high or low in neuroticism. Finally, the study provides valuable insight into the practice of psychological counseling, especially in the post-COVID era, given the increased prevalence of mental illnesses and neurotic traits during the COVID-19 pandemic.

11:40-12:05

78678 | The Magic of Colour: How Palette Choice Affects the Initial Trust Towards News Web-Interfaces

Ekaterina Kosova, Higher School of Economics, Russia

In the realm of online user interaction with web interfaces, trust is paramount. Our research focused on the pivotal role of color schemes within news web interfaces and their correlation with the propagation of misinformation in modern media. We explored the influence of color schemes on users' initial trust levels, particularly focusing on monochromatic schemes, including a binary black-and-white scheme, and variations in color saturation. Results revealed significant differences in trust ratings for various color schemes (p < .001), with substantial effect size (η2 = 0.569). Higher trust ratings were observed for the black-and-white (mean = 3.888), green (mean = 3.724), and grey (mean = 3.625) schemes. Contrarily, red (mean = 2.952), yellow (mean = 3.124), and blue (mean = 3.188) schemes yielded lower ratings. Notably, interfaces with less saturated background colors were generally associated with increased trust (p = .036). Furthermore, we examined the role of pre-existing beliefs on interface trust. Interestingly, these beliefs only significantly affected trust assessments when interfaces received high ratings (p = .001), emphasizing the cognitive aspect of overall assessments. These results underscore the significance of color as a perceptual attribute in news interfaces and its impact on initial user trust. Moreover, the study highlights the interplay between emotional perception, influenced by color schemes, and cognitive aspects, represented by pre-existing beliefs, in shaping users' judgments of interface trustworthiness.

12:05-12:30

76197 | Bullying's Long Reach: Expanding the Understanding of Muscle Dysmorphia in Adult Men

Maya Kagan, Ariel University, Israel
Asaf Dubinsky, Ariel University, Israel
Michal Mahat-Shamir, Ariel University, Israel

Muscle dysmorphic disorder (MDD) encompasses a fixation on body size and musculature and frequently leads to pervasive behaviors such as excessive exercise and avoiding social interactions due to body-related shame. Notably, a scarcity of empirically substantiated theoretical frameworks hampers our comprehension of MDD's genesis, alongside an incomplete grasp of associated risk factors. To address these gaps, this study strived to explore the effect of being subjected to bullying in childhood or adolescence on MDD experienced by adult men through sequential mediation by physical appearance comparison via self-esteem and social phobia. The study targeted Israeli men aged 18 to 67. The sample consisted of 973 men who provided responses through structured questionnaires. The research results indicated that the association between subjection to childhood or adolescent bullying and MDD was sequentially mediated by physical appearance comparison through self-esteem and social phobia. Subjection to bullying was negatively correlated with self-esteem and positively with social phobia and with physical appearance comparison. Self-esteem was negatively correlated with MDD, while physical appearance comparison and social phobia were positively correlated with MDD. The findings illuminate intricate links between self-esteem, social phobia, and physical appearance comparison, in the association between childhood/adolescent bullying and adult men's MDD. These findings underscore the need for gender-sensitive approaches in mental health interventions, providing tailored support for men's unique challenges and guiding policy.
The accelerated globalization poses that humanity will need a highly diverse counseling workforce to meet the multidimensional needs of heterogeneous populations worldwide. Despite this upcoming need, prolific research shows misalignment between what is expected vis-à-vis the current state of counseling training institutions. According to the studies, the needs of international students and practitioners are neglected, especially in the United States. Studies on the lived experiences of foreign-born students in counseling-related programs show that most experience microaggressions, underrepresentation, and lack of social, educational, and financial support. These concerns significantly undermine the upcoming need for a heterogeneous, sufficiently prepared counseling workforce. The most optimal solution for ensuring that the world is well-positioned to have a sustainable counseling workforce is first addressing the educational and supervisory needs of international counseling students and practitioners. This study utilizes a phenomenological inquiry methodology and social identity theory to examine international needs' unique supervisory and educational needs owing to their unique intersectional identities. The research objectives will be to examine the diverse factors that shape the educational and supervisory experiences of international counseling students and practitioners. Next, the research will examine the current posture of counseling programs and their efficiency in addressing the educational and supervisory needs of international counseling students and practitioners.

Acknowledgement: This study was supported by Gazi University School of Education and Grant [120K142] from the Scientific and Technological Research Council of Türkiye (TUBITAK).

The primary aim of this study was to conduct a comprehensive exploration of the acculturation experienced by English as a Foreign Language (EFL) teachers in Taiwan. Specifically, the research sought to analyze the relationship between the acculturation strategies employed by these teachers and their gender, length of stay in Taiwan, and country of origin. The study involved 22 EFL teachers working in various educational settings such as kindergartens, cram schools, and elementary schools. These teachers participated by completing an online questionnaire. To evaluate the acculturation strategies utilized by the EFL teachers, the mid-point split method was employed, allowing for the categorization of the teachers into four distinct acculturation strategy groups. These strategies were then analyzed in relation to gender, length of stay in Taiwan, and the teachers' country of origin in order to gain insights into their preferences and adaptations within the new cultural context. The preliminary findings from the analysis indicated that among the identified acculturation strategies, "separation" was the most commonly employed approach among EFL teachers in their adjustment to the Taiwanese cultural milieu. This strategy suggests that the teachers tend to maintain their original cultural identity and establish a certain degree of distance from the host culture. Conversely, "marginalization" was identified as the least preferred strategy, indicating a lack of engagement with both the original and host cultures among these educators. However, as the study progresses, it is expected that further details regarding the implications and nuances of these acculturation strategies will be elucidated.
In Indonesia, the prevalence of inappropriate childcare remains relatively high. Data from the Indonesian Early Childhood Report (2021) indicating 4 out of 10 early childhood children experience inadequate childcare. Meanwhile, from 0–3 years old, the brain grows rapidly to form strong connection, thus decent childcare is important during this period. Responsive parenting (eg. parents’ response to the child's needs) and early learning (eg. learning materials and facilities) are two important domains that could support children's developmental needs. Unfortunately, in Indonesia there are still not enough research have been done to explore decent parenting. This quantitative study investigates responsive parenting practices and early learning implementation for children aged 0-3 years in three Indonesian cities: DKI Jakarta, Pandeglang, and Kupang. Data collected from 1200 parents from February to March 2023, assessed by the modified of Infant-Toddler Home Observation for Measurement of The Environment (Infant-Toddler HOME) instrument, researcher adjust questions to fit in Indonesian culture. The Infant-Toddler HOME conducted by Tanoto Research Team. Result shows 85% of participants are able to demonstrate responsive parenting and 82.4% can provide early learning domain. Early learning score found positively correlated with parents' educational level.

University students' well-being becomes a social concern in Vietnam, due to high stress from family, school, peer pressure. However, previous studies in Vietnamese context discussed distress, anxiety and stress with limited resources about student life satisfaction or well-being (Thang et al., 2022). From attachment theory (Bowby, 1969) and sociometer theory (Leary, 2004), it was anticipated that attachment style, self-esteem predicted psychological outcomes including well-being. Therefore, this study investigated the possible relationship among three variables of well-being, peer attachment, and self-esteem among Vietnamese university students. Participants were 87 university students aged 18 upward from a University in Hanoi, the capital of Vietnam. Students are in English Department, Hanoi University. These students are mixed in genders and classes. They took part in an online survey with closed questions selected from robust questionnaires in psychological test resources. The Adolescent Friendship Attachment Scale (AFAS), Rosenberg Self-Esteem Scale (RSES) and Warwick-Edinburgh Mental Well-Being Scale (WEMWS) were selected to constitute the survey for their reliability and appropriateness in administering. The results shows that there was a significant correlation between secure peer attachment styles and well-being, and between self-esteem and well-being. Anxious peer attachment style was moderately and negatively correlated with self-esteem. Therefore, it is important for future researchers to study the elements constructing the well-being of students. It is also interesting to study the mediating role of peer attachment and gender differences influences on the quality of student well-being in a larger scale.

The contribution of reappraisal of a stressful situation and coping strategies on suicidal ideation of Indian University students is yet to be explored. Our objectives were to find the extent to which perceived social support and avoidant coping would act as a mediator between cognitive reappraisal and its effect on suicidal ideation and also to determine whether suicidal ideation would differ across different types of family units. 200 randomly selected University students (Mean age =19.9 and SD =1.43) participated. The Brief-COPE questionnaire, the Emotion Regulation Questionnaire, Multidimensional Scale of Perceived Social Support, and the Suicide Behaviors Questionnaire Revised were used to measure the mentioned variables. Non-parametric one-way ANOVA (Kruskal-Wallis), Pearson's product moment correlation, and a GLM mediation model were computed. Means of lifetime suicidal ideation significantly differed between those who stay alone and those who stay in a joint family ($\chi^2 = 4.163, p = 0.041$). Mediation analysis showed that social support could significantly mediate the relationship between cognitive reappraisal and suicidal ideation ($Estimate = -.032, \beta = -.058, t = -2.2, p < .05$). Likewise, there was a full mediation effect ($Estimate = -.039, \beta = -.071, t = -2.5, p < .05$) of avoidant coping on the relationship between cognitive reappraisal and suicidal ideation. Our study revealed how trusting and acknowledging social support and using maladaptive coping could affect the association between appraisal of the situation and suicidal ideation.
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.
Design, Implementation & Assessment of Innovative Technologies in Education

**79062 | The Effect of Personalisation Principles on Student Achievement, Perceived Presence and Motivation During Immersive Virtual Field Trips**

Jing Chen, Universiti Sains Malaysia, Malaysia
Nur Azlina Mohamed Mokmin, Universiti Sains Malaysia, Malaysia

Immersive virtual field trips using head-mounted displays (HMDs) allow teachers to guide students in exploring virtual learning environments. However, there is limited academic evidence that examines the educational impact of these field trips. Therefore, this study aimed to address this gap by inviting 60 elementary school students to partake in a virtual field trip to the Suzhou Classic Garden in China. The purpose was to assess their academic performance and learning experiences, including their perceived sense of presence and changes in motivational beliefs. Additionally, the study aimed to investigate the effectiveness of Meyer's principles of personalization in Asian cultures, particularly Chinese cultures. The primary school students were randomly assigned to one of four experimental conditions created by a 2 (tabletop VR vs. immersive VR) × 2 (conversational vs. formal) factorial design. The findings revealed that while learning with immersive virtual field trips was more engaging than with desktop virtual field trips, it did not significantly affect academic performance. On the other hand, virtual field trips conducted in a conversational manner were found to effectively enhance academic performance, but had no impact on perceived presence. These results have practical implications for the use of immersive virtual field trips in the classroom environment and provide validation for the effectiveness of personalization principles in an Asian cultural context.

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

**79034 | 2011–2020 Domestic Retention Intention Journal Paper Content Review: A Case Study of Teachers and Special Education Teachers**

Hsu Chi Kai, Tainan Municipal Annan District Cingcao Elementary School, Taiwan

This paper applies the content analysis method to evaluate 15 domestic journal papers on teachers and their willingness to stay from 2011 to 2020. The analysis results show that most researchers come from educational backgrounds, followed by management departments. Most existing journal papers use quantitative research designs, but there are differences according to different research topics and objects. At the end of the article, suggestions are also provided for future research directions based on the results of the literature review.

Conclusion: Researcher's professional field: Most are from colleges of education, followed by management. Cross-disciplinary cooperation is recommended.

Research methods: Questionnaire surveys are mostly used. Incorporating qualitative research methods is recommended.

Research objects: More attention is paid to administrative teachers and teachers in remote areas, while research on special education teachers is relatively less. Willingness of special education teachers to stay is also worth paying attention to.

Research results: Most papers believe that the school atmosphere has a positive impact on teachers' willingness to stay.

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

**79102 | Errors in L2-Chinese Orthography for L1-Japanese and L1-Korean Learners: A Corpus Study**

Kun Yu, The Hong Kong University of Science and Technology, Hong Kong

Both Korea and Japan are countries within the Sinosphere. Nowadays, the use of sinograms in Korean has become increasingly rare, while they are still retained in Japanese. While previous studies have investigated L2-Chinese character errors separately for L1-Japanese and L1-Korean students at different levels of L2-Chinese proficiency (Liu, 2020), a direct comparison is needed to find out L1-specific differences given their differential preference in the use of sinograms. This study focuses on L1-Japanese and L1-Korean students at the intermediate level of Chinese language proficiency, which is considered the stage where the writing ability of international students is relatively stable (Zhu, 2021). Individual Chinese characters were randomly selected and grouped into pre-established frequency bands A and B (Ministry of Education, 2010), with 60 characters in each band. Sentences containing target characters were extracted from Chinese continuous interlanguage corpus (Zhou et al., 2016). Errors were classified into two types: spelling errors (writing the wrong character), and substitution errors (writing a different character than intended). A total of 5007 sentences were analyzed. We conducted separate two-way ANOVAs (L1-Korean/Japanese x Band:A/B) on the substitution error rate and spelling error rate respectively. We found a significant main effect of Band for both error types (F1(1,5003)=8.49, p=0.004; F2(1,5003)=6.68, p=0.010), with higher accuracy for high-frequency words than low-frequency words. Crucially, the interaction between L1 and Band was marginally significant only for substitution errors (F1,5003)=2.92, p=0.088). L1-Japanese learners tend to make more substitution errors for low-frequency words, indicating a potential influence from their larger inventory of sinograms.
International Education

78995 | Saudi Parents’ Perspective on the Role of Social Media Platforms in Promoting Parenting Knowledge
Rima Alahmadi, Najran University, Saudi Arabia

The purpose of this research was to assess social media as a source for parents obtaining knowledge about children's development, and to consider the factors that influence the use of social media to acquire knowledge on parenting in Saudi Arabia. The questions inquired about sources of information Saudi parents perceive as beneficial for learning about parenting, and which factors, such as gender, age, number of children, marital status, education, and employment status, are related to knowledge seeking behaviors. The research questions also sought to understand if there was a difference reported by Saudi parents who use social media for parenting knowledge before the COVID-19 pandemic. A mixed method survey design was used, as the survey included both multiple choice and open-ended questions. SPSS was used for quantitative data analysis. Findings indicated websites and social media were the two most common sources parents utilized to obtain parenting information. Results also indicated there were differences in knowledge seeking or reported parental knowledge based on gender, age of parents, marital status, education level, and employment status. Findings also indicated there was a statistically significant difference in respondents’ use of social media before COVID-19. The qualitative findings shed light on the reasonings behind the relationships. These findings may provide valuable information for parents, caregivers, podcast leaders, influencers, and educators.

Teaching Experiences, Pedagogy, Practice & Praxis

78657 | Engaging Students Through Innovative Feedback Strategies: A Study of Exploration and Implementation
Wennie Subramonian, The University of Manchester, United Kingdom
Ebadur Rahman, The University of Manchester, United Kingdom

The National Student Survey in the United Kingdom found that students are often dissatisfied with the feedback provided from their university courses. Student from large and diversified cohorts are often disengaged from learning through feedback due to the lack of transparency, accuracy, consistency, and timeliness in the feedback provided to them. Acknowledging these challenges and the complexity of the learning process, it has been a continuous pursuit to determine what constitutes to an effective feedback for students. Feedback for students in higher education is commonly delivered in written format, which is also considered as a more conventional method. Another mode of delivery is the application of programmed instructions via virtual learning platforms such as BlackBoard and Moodle to provide immediate and automated feedback to students. This study aims to share the successful implementation of a video feedback strategy currently practiced at the Department of Chemical Engineering at the University of Manchester. The presentation of this study will highlight the impact of video feedback on student engagement and share key findings from other innovative feedback strategies practiced in higher education. This study has the intention to provide educators meaningful insights on the benefits and limitations of the discuss feedback strategies so that educators will have the opportunity to implement these feedback methods in their respective courses.

Primary & Secondary Education

77583 | ASEAN Curriculum Sourcebook Themes Adaptation Framework
Maria Eljie Mosatalla-Mabunga, Philippine Normal University, Philippines

The study aimed to develop an ASEAN Curriculum Sourcebook (ACS) Themes adaptation framework among ASEAN member states (AMS). Using content analysis, the Five ACS themes, Brunei, Singapore, and the Philippines’ lower secondary Social Studies curriculum were comparatively analyzed. The study revealed that Brunei, Philippines, and Singapore have manifested adaptations in Valuing Identity, Connecting Local to Global, and Promoting Justice and Equity. The difference lies in the adaptation of Brunei on Knowing ASEAN while Singapore and the Philippines did not adapt it. Singapore did not adapt the theme of Working for a Sustainable Future. It was concluded that the extent of ACS Themes adaptation contributed significantly to attaining the goals of ASEAN relative to ACS themes. It was recommended that a curriculum quality audit (CQA) to examine the rest of the Social Studies curricula vis-à-vis the ACS Themes and the proposed Adaptation Framework be considered to promote intercultural learning within the region.
Neural Tracking of the Fundamental-Frequency Pitch Contour of Speech in Noisy Environments

Yu-Jyun Guo, National Central University, Taiwan
I-Hui Hsieh, National Central University, Taiwan
Yu Li, Beijing Normal University & Hong Kong Baptist University United International College, China

Introduction: One of the factors contributing to the meager consultation rate with psychological professionals in Japan is the societal belief that quick and anonymous online consultations are appropriate even for psychological problems. In a previous study, we extracted consultation categories that are appropriate or possible for consultation with psychological professionals from the questions posted on a representative community Q&A site and examined the content of the questions through text mining (Fukui & Sawada, 2023; Sawada & Fukui, 2022a, b, 2023a-d). This study analyzed the questions from the “concern about child-rearing” category posted on this community Q&A site. Methods: We used 9,531 questions from the “concern about child-rearing” category of the Yahoo! Chiebukuro data (3rd edition) provided by LY Corporation (2022, 2023) through the IDR Dataset Service of the National Institute of Informatics. Results: Text mining was conducted with KH Coder (Higuchi, 2020). Co-occurrence network analysis identified eight co-occurrence networks: (1) concerns about breastfeeding, (2) concerns about the child's low weight, (3) concerns about preoccupation with breastfeeding, (4) concerns about sleep deprivation, (5) concerns about challenges associated with having more children, (6) concerns about toilet training, (7) concerns about the difficulties of parenting, and (8) concerns about weaning food and meals. Discussion: The results showed that many questions posted in this category could be recommended for consultation with psychological professionals.

The Degree of Theory-of-Mind: Differentiating Mentalizing from Visual Processing

Jingyi Hu, The Chinese University of Hong Kong, China
Yu Li, Beijing Normal University & Hong Kong Baptist University United International College, China

It has been suggested that humans have an automatic system for representing others’ mental states, called Theory-of-Mind (ToM). However, whether various ToM tasks can definitively demonstrate a process of mentalization or visuospatial processing is still under debate. Using a newly developed computerized ToM task, Bio et al. (2018) found that people with a natural bias towards processing space to their left represent a cartoon character’s thoughts about objects on their left side more quickly, as were people with a bias towards the right. This indicates that people’s ToM ability can be reflected by spatial bias, which provides a novel way to measure individual differences, i.e., the degree of ToM. To prove this task measures people’s ToM ability instead of visual processing that is also contained in the original task, we added an inanimate camera task (a non-social task) and took its result as a control variable in determining the relationship between spatial bias and the cartoon task (a social task). The result shows that spatial bias measured by a line bisection task was significantly correlated with the cartoon task when the camera task was controlled as a covariate, indicating that using the computerized ToM task to measure the degree of ToM ability is experimentally and scientifically feasible. One possible explanation for these results is that processing one’s own spatial bias and the socially cognitive act of perspective-taking may share the same underlying neural mechanisms to some extent.

Neural Tracking of the Fundamental-Frequency Pitch Contour of Speech in Noisy Environments

I-Hui Hsieh, National Central University, Taiwan
Yu-Jyun Guo, National Central University, Taiwan

Understanding neural mechanisms in noisy environments is important to daily communication and functioning. Recent evidence suggests that speech intelligibility in noise is adversely affected by degrading the fundamental frequency (F0) pitch contour. However, the relationship between cortical speech tracking and the impact of F0 pitch contour on speech intelligibility remains unclear. This study investigates how the F0 pitch contour modulates neural tracking of speech in noisy backgrounds. The amount of F0-pitch contour information was manipulated by flattening either at the tone-level or across all levels (i.e., monotone) in speech sentences. A cohort of 30 normal-hearing adults listened to original, flat-tone, and flat-all Mandarin Chinese sentences masked under three signal-to-noise ratios (SNRs: 0, ‒9, ‒12 dB) while their electroencephalogram (EEG) was recorded. Speech comprehension accuracy and perceptual musical skills related to speech-in-noise perception was also examined. Neural envelope tracking was indexed by the temporal response function between amplitude envelope of speech and EEG response. Results showed that both F0 contour and signal-to-noise level modulated the amplitude of an early neural component in the delta and theta frequency bands. Specifically, decreasing signal-to-noise level results in reduced peak amplitude around 100 ms of the temporal response function in the theta frequency band. Moreover, flattening the F0 contour decreases the amplitude peaking around 100 ms of the temporal response function in the delta frequency band. These findings indicate that neural speech tracking is highly responsive to variations in F0-pitch contour, highlighting the crucial role of fundamental frequency in enhancing speech perception, especially in noisy environments.
Mental Health

78425 | Longitudinal Study Comparing Mental Health Outcomes in Emergency Department Healthcare Workers Through the Different Waves of the COVID-19 Pandemic
Francesca Thng, Khoo Teck Puat Hospital, Singapore
Adriel Kailing Rao, Khoo Teck Puat Hospital, Singapore
Lixia Ge, Health Services and Outcomes Research, Singapore
Hwee Nah Neo, Khoo Teck Puat Hospital, Singapore
Joseph Antonio De Molina, Health Services and Outcomes Research, Singapore
Desmond Mao, Khoo Teck Puat Hospital, Singapore

Background: Since the COVID-19 endemic, healthcare systems have been under pressure. Objectives: We aimed to [1] quantify changes in depression, anxiety, stress and post-traumatic stress disorder (PTSD) between 3 cohorts (2020, 2021 and 2022) of our Emergency Department (ED) healthcare workers (HCWs) and those who had worked through all 3 phases of the pandemic; and [2] identify factors associated with poorer mental health outcomes (MHOs). Method: In this longitudinal single-centre study in Singapore, three surveys were carried out yearly (2020, 2021 and 2022) since the COVID-19 outbreak. Depression, anxiety and stress were measured using DASS-21, and PTSD was measured using IES-R. Results: A total of 327 HCWs (90.1%) participated in 2020, 279 (71.5%) in 2021 and 397 (92.8%) in 2022. In 2022, ED HCWs had greater concerns about workload (Mean score ± SD: 2022: 4.81 ± 0.86, vs. 2021: 4.37 ± 0.89, vs. 2020: 4.04 ± 0.97) and perceived to have less workplace support (2022: 4.48 ± 0.76, vs. 2021: 4.66 ± 0.70, vs. 2020: 4.80 ± 0.69). There was overall worsening depression (27.5% in 2020, 29.7% in 2021 and 32.2% in 2022) and stress (12.2% in 2020, 14.0% in 2021 and 17.4% in 2022). Healthcare assistants as a subgroup had improving MHOs. ED HCWs who were female and had psychiatric history, were living with the elderly, and had concerns about their working environment, workload and infection had poorer MHOs. Conclusion: This study will guide us in refining existing and devising more focused interventions to further support our ED HCWs.

78970 | Self-Stigma and the Ideation-to-Action Framework of Suicide Among Chinese College Students: A Multi-Wave Study
Shunyan Lyu, Thompson Rivers University, Canada
Yu Li, Beijing Normal University & Hong Kong Baptist University United International College, China
Zixuan Guo, University of Pennsylvania, United States
Yanan Jiang, Macau University of Science and Technology, Macau

Suicide stigma is a multifaceted social issue with far-reaching consequences for mental health. While previous research has linked it to suicidal thoughts and behaviors (STBs), the roles of perceived and internalized forms of this stigma in influencing STBs remain unclear. This study investigated the potential diachronic causal relationships between perceived and internalized suicide stigma, hopelessness, unbearable pain, and thwarted connectedness in relation to suicidal thoughts and behaviors (STBs) among 546 Chinese college students (mean age = 20.92 years). A three-wave longitudinal design was employed through structural equation modeling. Structural equation modeling revealed that internalized stigma, in turn, mediated the relationship between baseline perceived stigma and subsequent unbearable pain, hopelessness, and thwarted connectedness at six months, ultimately leading to STBs. These findings support the three-step theory of suicide. This study’s findings suggest that perceived and internalized suicide stigma longitudinally predicts STBs within the ideation-to-action framework.

Psychology and Education

78983 | Trait Emotional Intelligence and Foreign Language Performance: Associations with Academic Self-Efficacy and Foreign Language Anxiety
Jin Feiyang, Hong Kong Polytechnic University, Hong Kong
Yu Li, Hong Kong Baptist University-Beijing Normal University United International College, China

Recent years have witnessed extensive research on positive psychological factors in the field of foreign language learning. In the current study, we examined how positive psychological factors including trait emotional intelligence (TEI) and academic self-efficacy, and foreign language anxiety (FLA) exert influences on foreign language performance in college students who are learning a foreign language. Specifically, 203 Chinese college students completed three validated questionnaires for measuring their TEI, academic self-efficacy, and FLA levels, and an in-house self-rating questionnaire for estimating their perceived foreign language performance. The results showed that: (a) there were moderate to relatively strong associations between TEI, academic self-efficacy, FLA levels, and their perceived foreign language performance, (b) academic self-efficacy and FLA levels played separate and sequential mediating roles between TEI and perceived foreign language performance. Together, these findings highlight how TEI, academic self-efficacy, and FLA levels contribute to foreign language performance in college students learning a foreign language, and also point out the possibility of the application of these positive psychological factors to mitigating anxiety elicited from learning a foreign language and improving language performance.
Conscious movement processing (CMP) could disrupt movement automaticity, particularly under stressful situations like walking in challenging environments with internal focus. This study aimed to investigate the effects of walking task difficulty and attentional focus instructions during foam (compliant surface) walking on real-time CMP gait stability and muscle efficiency in older adults at risk of falling. Forty older adults (mean age: 70.4±4.6) were included in this interim analysis. Each participant performed nine walking trials on a compliant surface along a 7.4m straight walkway, with three repetitions of three randomized attentional focus conditions (external, internal, control). Electroencephalography (EEG) T3-Fz coherence, body sway and variabilities in gait parameters, and co-contraction index of lower limbs were used to indicate real-time CMP gait stability, and muscle efficiency, respectively. We observed significantly increased EEG T3-Fz coherence (p<0.05), variabilities of gait parameters (SD of stride-time, double-support-time, stance-time, swing-time, step-length & step-width: p<0.001), and co-contraction index of the thigh (p<0.001) during foam compared to ground walking. We also discovered significantly reduced body sway in all regions (shoulder, pelvis, sternum: p<0.05) and variabilities of gait parameters (stride-time SD, stride-length SD: p<0.05) under external compared to internal focus instructions during foam walking. Our interim analysis discovered an increased real-time CMP impaired gait stability, and reduced muscle efficiency in older adults when walking task difficulty increased while gait stability improved under external focus instruction compared to internal focus instruction when walking on a compliant surface. Further analysis after completion of data collection will be conducted for more solid conclusions.

Conscious movement processing (CMP), which could compromise motor automaticity and efficiency, may increase during postural adjustments under balance challenges. This study aimed to compare real-time CMP postural stability, and muscle efficiency while standing in challenging environments between older adults with high and low CMP propensity. Forty older adults (mean age=71.3±4.8) were included in this preliminary analysis. Participants were divided into Low Reinvestor Group (LRG=n=20) or High Reinvestor Group (HRG=n=20), by median split of the Chinese version of Movement Specific Reinvestment Scale. Participants completed two consecutive foam standing balance trials for three different positions with different difficulties in a randomized order (wide-base, narrow-base, tandem-base). Electroencephalography (EEG) T3-Fz coherence, total path length and lower limbs co-contraction index were used to measure the real-time CMP, postural stability, and muscle efficiency, respectively. We observed a significant Group x Position interaction effect for EEG T3-Fz coherence (p=0.023). The LRG appeared to increase the real-time CMP more than that of the HRG from narrow to tandem stance. There was a main effect of Position for total path length in all tested regions (p<0.001) and co-contraction index of the shank (p=0.004). Post-hoc comparisons revealed significantly increased total path length and co-contraction index at tandem relative to wide stance (p<0.05). This analysis discovered potentially increased real-time CMP patterns, postural instability and muscle inefficiency, among older adults in both LRG and HRG while progressing standing challenges. Follow-up analysis after completion of data collection is needed to further investigate such potential differences and their contribution to fall risks.

Conscious motor processing could impair movements by disrupting automatic movement control while external focus strategy has been proposed to potentially reduce real-time conscious motor processing in older adults during adaptive locomotion. This study aimed to examine the immediate impact of walking training with different attention focus instructions on real-time conscious motor processing in older adults at risk of falling. One hundred and two older adults (mean age: 75.2±6.8) were included in this primary outcome analysis. Participants were randomly assigned to the no attention focus walking group (NAFWG: n=34), external attention focus walking group (EAFWG: n=34), or internal attention focus walking group (IAFWG: n=34). All groups underwent 12 training sessions, including a 20-minute walking training along a 40-meter walkway at self-selected pace with distinct walking instructions. Assessments were conducted at baseline (T0) and immediately post-training (T1). Electroencephalography (EEG) T3-Fz coherence was used to indicate real-time conscious motor processing. Series of 3 (Group: NAFWG, EAFWG, IAFWG) x 2 (Time: T0, T1) ANOVA with repeated measures were conducted. We observed a significant Group x Time interaction effect on EEG T3-Fz coherence (F(2, 92) = 4.60, p = 0.01, ηp2 = 0.09). Post hoc comparisons revealed only IAFWG showed significant reduction in EEG T3-Fz coherence at T1 compared to T0 (t[33] = 2.58, p = 0.02). Our primary outcome analysis discovered a reduction on real-time conscious motor processing in older adults immediately after gait training with external focus instructions. Further analysis is needed to examine potential long-term impacts and their contribution to fall risks.
This study aimed to identify factors associated with sedentary behavior in community-dwelling breast cancer survivors aged ≥50 years. 205 breast cancer survivors from the Korea National Health and Nutrition Examination Survey for this study. We used complex-sample multivariable-adjusted logistic regression analyses to analyze the associations between sociodemographic factors, medical factors, and health-related quality of life and sedentary behavior. Among the community-dwelling breast cancer survivors, 48.2% spent long sedentary time (≥7 hours/day). Insufficient aerobic exercise (OR, 2.29; 95% CI, 1.12–4.69), diabetes (OR, 3.37; 95% CI, 1.22–9.33), and unemployed status (OR, 2.29; 95% CI, 1.05–5.02) were independently associated with long sedentary time. Non-sedentary participants showed a significantly higher mean European Quality of Life 5-Dimensions (EQ-5D) index than sedentary participants after adjusting for multiple confounders (0.89 ± 0.03 vs. 0.82 ± 0.04; P = 0.001). Among the EQ-5D dimensions, problems in mobility (OR, 3.37; 95% CI, 1.42–7.98) and pain/discomfort (OR, 2.64; 95% CI, 1.24–5.63) dimensions showed positive associations with long sedentary time. In community-dwelling breast cancer survivors ≥50 years, a long sedentary time is associated with insufficient aerobic exercise, diabetes, unemployed status, and impaired quality of life. Breast cancer survivors with these factors require attention to reduce their sedentary behaviors.

Loneliness

While loneliness is prevalent among older adults, how their engagement in sexual activities, such as sexual intercourse and masturbation, contributes to its development is unclear. Using data from Waves 6 and 7 of the English Longitudinal Study of Ageing (ELSA), this study examined how sexual activities in old age were patterned and how these patterns were associated with changes in loneliness in older adults. Data on engagement in sexual activities (i.e., sexual intercourse, masturbation and other sexual activities such as petting) in the past month at baseline (Wave 6) was extracted for latent class analysis to identify the patterns of sexual activities. Loneliness was assessed with the 3-item UCLA Loneliness Scale at baseline and three-year follow-up (Wave 7). Using multiple linear regression, loneliness score at follow-up was predicted against the identified latent classes, adjusting for age, sex, ethnicity, income, marital status, activities of daily living, number of chronic diseases and loneliness at baseline. The final sample consisted of 4446 participants (54.0% female, mean age= 69.6 (SD= 7.00)). We identified three patterns of sexual activities: 'sexually inactive' (22.7%), 'partnered sexual activities dominant' (21.6%). Compared to the 'sexually inactive' group, decreases in loneliness score at follow-up were reported in the 'masturbation dominant' (β = -0.11, p = 0.010) and 'partnered sexual activities dominant' groups (β = -0.17, p < .001). Our findings suggested engagement in sexual activities in old age may reduce loneliness over time and raise public awareness of the role of sexual health in mitigating loneliness.
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Adult, Lifelong & Distance Learning

78337 | Assessing Satisfaction in Heterogeneous Adult Training Groups: Challenges, Methods, and Implications
Khadija EL Mansouri, Ecole Normale Supérieure, Morocco
Lynda Ouchauka, Ecole Normale Supérieure, Morocco
Nadia Saqri, Ecole Normale Supérieure, Morocco

This article focuses on evaluating satisfaction within adult training groups characterized by heterogeneous learner profiles. It explores the specific challenges related to assessing satisfaction in contexts where adults possess varying levels of prior knowledge, experiences, and learning preferences. The study examines crucial methodologies and adaptive approaches essential for effectively evaluating satisfaction in such heterogeneous environments, aiming to enhance the efficacy of training programs. Acknowledging the heterogeneity of learner profiles, the article identifies challenges in assessing satisfaction within these adult groups. It emphasizes the importance of personalized evaluation methods that consider individual learner characteristics to ensure fair assessments. Drawing on adaptive evaluation methods such as satisfaction surveys, feedback tracking, and formative assessments, the study suggests approaches for comprehensive satisfaction evaluations within heterogeneous adult learner groups. It also discusses data collection strategies that take into account learners’ individual preferences and opinions. Furthermore, the article highlights the role of satisfaction assessments in continuous improvement of training programs, emphasizing their impact on adapting and enhancing programs to meet learners’ specific needs. This study provides a framework for evaluating satisfaction within adult training groups, offering insights for educators and stakeholders committed to optimizing learner satisfaction in heterogeneous training contexts.

Assessment Theories & Methodologies

73581 | Rhythm Analysis of Aural Immersive Narratives in Fuzhou with Fujian Jiangxia University Art and Design Students
Timi O’Neill, University of Wales Trinity Saint David, United Kingdom
Xiaoxue Mei, Fujian Jiangxia University, China

Aural immersive narratives have gained significant attention in recent years as a novel and engaging medium for storytelling. This study aims to investigate the rhythm analysis of aural immersive narratives among students studying at Fujian Jiangxia University. The research focuses on understanding the interplay between auditory elements and narrative structures, and how they contribute to the overall immersive experience. The research participants consist of undergraduate students from diverse art and design backgrounds at Fujian Jiangxia University. They are exposed to a range of aural immersive narratives, including audio captures of site specific spaces. Through the analysis of their subjective experiences, the study aims to identify patterns and variations in rhythm perception, pacing, and the manipulation of sound elements within the narratives. To accomplish this, a sound ethnographic methodology was employed, allowing for an in-depth exploration of the students’ experiences with aural narratives. The students were asked to record the sounds of 5 spaces in Fuzhou. Study combines qualitative interviews, participant observations, and audio recordings to gather rich and comprehensive data. The findings of this study contribute to the growing field of aural storytelling and immersive media by shedding light on the role of rhythm in enhancing narrative engagement. Additionally, the research provides insights into how Chinese students perceive and respond to aural narratives, offering valuable implications for the design and development of future immersive storytelling experiences.

Challenging & Preserving: Culture, Inter/Multiculturalism & Language

74465 | Creating Positive Relationships between Teachers and Students from Culturally, Ethnically, and Linguistically Different Backgrounds
Hasan Aydin, Florida Gulf Coast University, United States

The increasing population of students of color in public school settings in the United States is a persistent challenge for White teachers teaching diverse student populations with students from racially, ethnically, culturally, and linguistically diverse families and communities of lower socioeconomic status to make learning more effective in their classrooms. However, U.S. public schools face significant challenges in providing high-quality schooling for all students, particularly students of color, low-income students, English language learners, and students in urban and rural settings. This qualitative study aims to identify the challenges and obstacles in teaching students of diverse backgrounds in public school settings in a school district in Houston, the most ethnically diverse large metropolitan area in the United States. The study focused on the lived experiences with in-depth and semi-structured interviews conducted with 7 participants (6 females; 1 male) to gain insights into their perspectives and understand the essence of their experiences. The findings showed that a lack of language proficiency and trained teachers in culturally responsive teaching often create barriers to effective schooling. Among the recommendations derived from the findings is that policymakers and school districts must recruit and support high-quality teachers from a broad range of backgrounds and diverse populations to develop sufficient depth, breadth, diversity, coherence, and duration so that teachers can positively impact the learning and development of students from cultural, linguistic and ethnic backgrounds, and ensure all students receive a high-quality education.
Counselling, Guidance & Adjustment in Education

77382 | The Effects of Psychological Adjustment on First-Year Students: A Case of Hifikepunye Pohamba (HP) Campus
Anna Niitembu Hako, University of Namibia, Namibia
Genesia Shipena, University of Namibia, Namibia
Ina Asino, University of Namibia, Namibia

Psychological adjustment challenges have been long researched globally and scholars have identified depression, anxiety, nervousness, tension, fear of failure and academic overload. However, Namibian researchers have conducted a few researches on student university adjustment and looked less closely at how first-year students adapt to their new learning environments in universities. Immersed in the mixed-method approach, and based on the need to investigate the effects of psychological adjustment, first-year students were surveyed and interviewed using focus group discussions to capture their stories and experience of adjusting to a new environment and the impact it might have on their academic achievement. The results indicate that 56.7% of students felt tremendous and excited, but 10% of students experienced a variety of feelings, including anxiety loneliness, stress, anxiety to achieve high grades and peer pressure, humiliation, unable to study and procrastination in school work due to loss of interests. The findings of this study have implications for first-year students and Dean of students in higher education institutions. The students should be aware of psychological effects that might affect their adjustment and timely report unpleasant situations to the student counsellors.

Moreover, the Dean of Students should develop holistic counselling programmes to equip students with the best adjustment strategies to new environments. The study recommends the provision of suggestion boxes on campus for students to submit their problems that might affect their adjustment and looked less closely at how first-year students adapt to their new learning environments in universities. Immersed in the mixed-method approach, and based on the need to investigate the effects of psychological adjustment, first-year students were surveyed and interviewed using focus group discussions to capture their stories and experience of adjusting to a new environment and the impact it might have on their academic achievement. The results indicate that 56.7% of students felt tremendous and excited, but 10% of students experienced a variety of feelings, including anxiety loneliness, stress, anxiety to achieve high grades and peer pressure, humiliation, unable to study and procrastination in school work due to loss of interests. The findings of this study have implications for first-year students and Dean of students in higher education institutions. The students should be aware of psychological effects that might affect their adjustment and timely report unpleasant situations to the student counsellors.

Curriculum Design & Development

79066 | Exploring Generative AI in Primary School Bilingual Curriculum Design: Implementation and Assessment of General Education
Ting-Fang Tsai, National Taichung University of Education, Taiwan
Chih-Chien Yang, National Taichung University of Education, Taiwan

The emergence of generative artificial intelligence (AI) has created several potential applications in education. While preliminary studies attempted the general exploration of its utilization as pedagogy, research tool, and language learning, few focused on its potential in classroom curriculum design. This paper explores the capability of ChatGPT, a generative AI, in bilingual curriculum design and the potential impacts on learners. Three main areas are examined: (1) How does ChatGPT help with general curriculum design? (2) What are the potential impacts ChatGPT may have on bilingual learners? (3) What potential implications from an AI-generated curriculum may bring to educators and learners in other disciplines? This study proposed an AI-generated curriculum in the context of primary school general education. This study uses an AI-based lesson plan to examine the potential effects on bilingual instruction and students' learning self-efficacy. Responses from a number of municipal primary school instructors and students are collected and analyzed after implementation. Research findings show that the AI-generated bilingual curriculum helps educators formulate comprehensive content, generate related activities, and set rubrics. The use of ChatGPT, from a learner's perspective, enhances student engagement in bilingual classrooms and improves their learning self-efficacy. For practitioners, this study compares traditional and AI-generated curricula and provides implications on teaching practice and pervasive suggestions for similar attempts in different subjects.

Design, Implementation & Assessment of Innovative Technologies in Education

78798 | Recent Developments and Applications of Social Media AI Cyberbullying Detection Technology in the Education Field
Chun Fai Carlin Chu, The Hang Seng University of Hong Kong, Hong Kong
Hei Nok Charlotte Choy, University of Toronto, Canada
Yee Nim Sarah Kam, The University of Hong Kong, Hong Kong

Cyberbullying has emerged as a pressing concern in various social media platforms, including but not limited to Twitter, Instagram, and Facebook, inflicting both immediate and long-term psychological effects on victims. To combat this pervasive issue, research has sought to build and refine automated systems for cyberbullying detection. This study presents a review of 10 recent AI-powered cyberbullying detection applications, encompassing primarily transformer-based models, their variants and ensemble models. A consolidated framework for designing an effective cyberbullying detection system is also addressed in this paper. It highlights the flow of key components and can serve as a template to ease the design of problem-specific customized systems. Furthermore, AI-powered cyberbullying detection technology has also been widely applied to the education field. Several prevention and intervention applications are outlined and introduced, along with their features and possible drawbacks. Feedback and suggestions from users are also summarized, facilitating the exploration of future research directions.
Despite the development of numerous digital tools and applications, professional or pedagogical modifications and components for digital education are still lacking. Encumbered by the DigCompEdu Framework, the European Framework of Digital Competency of Educators, this is the first module designed for Malaysian physical education teachers to enhance their literacy in physical education lessons. The EdutechPJTM aims to provide secondary physical education teachers in Malaysia with an introduction and detailed description of a digital competency module in promoting technology application during the lesson. Based on the framework, the module is divided into six areas: assessment, teaching and learning, digital resources, professional interaction, learner empowerment, and promoting digital competency. This module integrates many aspects of learning. By understanding and applying the Boyatzis Theory of Transformational Leadership, the module is showcased through the use of technology. Additionally, formative assessments and activities covering Artificial Intelligence (AI) are included in each area. To determine its efficacy, the module also includes a summative assessment. In an attempt to increase teachers' digital competency in integrating technology into traditional classroom instruction, the EdutechPJTM can serve as a reference for teacher preparation programmes.

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

76999 | Intentional and Unintentional Exclusion: The Roles of Lecturers on Instructional Inclusion of Students with Visual Impairments in Higher Education
Mirjam Sheyapo, University of Namibia, Namibia
Cynthia Kalinasho Haihambo, University of Namibia, Namibia
Kashinuua Faustina Neshila, University of Namibia, Namibia

This study examined lecturers' perspectives on the pedagogical inclusion of Students with Visual Impairments (SVI) in higher education institutions in Namibia. Access to higher education remains a privilege for individuals with disabilities rather than a human right. Intentional and unintentional exclusion remain observable in the higher education arena. There seems to be more adversity than celebrating diversity in higher education. Despite the crucial roles played by university lecturers in ensuring education for all, there has been limited literature on lecturers' perspectives regarding their positions on the pedagogical inclusion of SVI. The researcher used a phenomenological research design to tap from lecturers' experiences about their roles in SVI inclusion. Twelve lecturers from three participating institutions who taught SVI were purposefully selected and interviewed individually. Lecturers point to creating a conducive learning environment, content development and content adaptation, and student motivation as critical roles in ensuring inclusion. However, they echoed several pressing challenges, such as rigid curriculum, lack of support and collaborations, inconsistency in policy implementation, and lack of appropriate resources and advanced technology. Thus, the study recommends continuous inclusive education policy reviews, Higher Education curriculum reviews and transformations toward inclusivity. In addition, the study calls for institutions to adopt the Universal Design for Learning (UDL) and Differentiated Instruction (DI) that allows planning and anticipation for all students' needs.

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

76185 | Gamification Education for Sustainability and Parents' Views on Applications
Şenay Kocakoyun Aydoğan, Istanbul Gedik University, Turkey

The issue of sustainability has become one of the main issue of education. A global road map for societies has been established to achieve sustainability that can guarantee the well-being of future generations. Considering that the sustainability goal can be achieved through education, Education for Sustainable Development approach has been developed. This approach primarily seeks to raise awareness and provide information through the use of technology. Additionally, formative assessments and activities covering Artificial Intelligence (AI) are included in the curriculum. The EdutechPJTM module in promoting technology application during the lesson. Based on the framework, the module is divided into six areas: assessment, teaching and learning, digital resources, professional interaction, learner empowerment, and promoting digital competency. This module integrates many aspects of learning. By understanding and applying the Boyatzis Theory of Transformational Leadership, the module is showcased through the use of technology. Additionally, formative assessments and activities covering Artificial Intelligence (AI) are included in each area. To determine its efficacy, the module also includes a summative assessment. In an attempt to increase teachers' digital competency in integrating technology into traditional classroom instruction, the EdutechPJTM can serve as a reference for teacher preparation programmes.

The Indonesian government provides an educational cash transfer program for low-income families with children aged 6-21 so that the children can complete their education up to secondary level (Program Indonesia Pintar – PIP). The COVID-19 pandemic from 2020 to 2022 might hamper the success of this program. Hence, this study aims to see how the PIP program affects the dropout rate of students from low-income families at the primary junior secondary, and senior secondary levels before and during the COVID-19 pandemic. This study uses cross-sectional data from the National Socioeconomic Survey (SUSENAS) of 2019 & 2021 and applies the propensity score matching (PSM) method. The results show that before the pandemic in 2019, the PIP program reduced the probability of dropping out for students from low-income families at primary and junior secondary schools but not for students at senior secondary schools. However, during the pandemic in 2021, the PIP program reduced the probability of dropping out for students in junior secondary and senior secondary schools but not for students in primary schools. The PIP program only significantly reduces the probability of dropping out for junior secondary students, both before and during the COVID-19 pandemic.
The National Energy General Plan (RUEN) anticipates generating over 1 million green jobs by 2050 through the energy transition. However, this transition could face a shortage of human capital in the absence of adequate knowledge, skills, and abilities in Indonesia's energy sector. To mitigate this potential shortfall, it's crucial for the national education system and job sector to integrate energy transition exposure effectively. Our study aims to identify key policy levers to enhance Indonesia's education sector's preparedness regarding human capital and address potential inequities during the energy transition. Data collection utilized a qualitative research design, and this paper analyzes the current state of human capital readiness in the energy sector using the Five Dimensions of Justice from the JUST Framework by Heffron and McCauley—Distributive, Procedural, Recognition, Restorative, and Cosmopolitan Justice. NVivo 12 will be employed to organize and analyze the data, utilizing deductive thematic analysis. Based on the JUST framework, our findings highlight that climate change and the energy transition are not yet fully integrated into the curriculum. While the Government of Indonesia plans to include climate change content in the Merdeka Curriculum, it isn't presently mandatory for schools and higher education institutions to incorporate energy transition-related topics. Furthermore, many academic majors in Indonesia still lack a low-carbon focus. As a partial remedy, a new optional subject has been introduced to mainstream this topic, albeit without accompanying incentives and policy. Thus, this study could help the Indonesian government and several stakeholders leverage human capital readiness for the energy transition.

Educational Policy, Leadership, Management & Administration

The Department of Education mandates and initiates initiatives that encourage student and teacher health, fitness, and wellness. The Department should be serious in looking out for the welfare, specifically the wellness of its learners, employees, and stakeholders, a wellness program should be considered. The practice of public schools in designing campus wellness programs. This study applied qualitative research, specifically a case study design with primary data gathering via interviews. The three elementary and three secondary schools in one of the Divisions in Northern Mindanao, Philippines were the study respondents selected using stratified purposive sampling. From the interview results, different strategies emerged and were considered to make the program more effective and successful for the respondents, such as promoting healthy life through healthy habits, wellness dimension activities, promoting stakeholders' engagement, and stakeholders' needs for design by content. Whereas proper planning, partnership with the stakeholders, monitoring and evaluation, result-based success indicators, capacity development of program holder, and sustainability were the themes that emerged in the design by the process. Further, the limited resources, lack of training, problems with external stakeholders' engagement, negative attitude towards the program, poor planning, unsustainability of the implementation, and poor accessibility were the respondents' perceived challenges and difficulties in the performance of the campus wellness program. The Department should be serious in looking out for the welfare, specifically the wellness of its learners, employees, and stakeholders, a wellness program should be considered, one of the priority programs to be implemented.

The aim of this descriptive quantitative study is to explore the perceptions and expectations of students from Antipolo City regarding the quality of service they receive from their college. The 804 student respondents enrolled in the seven (7) degree programs are described in terms of sex, age, and their degree programs. An online survey was conducted using a modified SERVQUAL Questionnaire with five dimensions: tangibility, reliability, responsiveness, assurance, and empathy. The structured SERVQUAL instrument was modified to align with the set-up of the college. To determine the reliability and the validity of the modified instrument, the Cronbach alpha test was conducted and the result indicated that the instrument is reliable and valid with a Cronbach alpha result of more than 0.90. The generated data were analyzed using descriptive statistics to determine the level of students’ expectations and perceptions. One-way ANOVA was used to find out if there was a significant difference in their responses when grouped according to their demographic profile. Paired t-test was used to test the significant differences between students' perceptions and expectations. Results show that students' expectations are higher than their perceptions in terms of assurance, empathy, and reliability. Students' perception is high in service quality when they are grouped according to their demographic profile. Findings also revealed a gap between students’ expectations and perceptions. Based on these findings, the management should take additional steps to raise service quality, thus, an effective intervention program to address this gap is necessary.
In the midst of uncertain and constantly changing environment, schools today are argued to transform themselves to learning organizations. Kools & Stoll (2016) conceptualized the Integrated Model of School as Learning Organization to offer a framework for schools to prepare the transformation process. Cambodian schools have been through several phases of rigorous reforms. The MoEYS, through Education Strategic Plan 2019-2023 and Cambodia Education 2030 Roadmap, aimed to transform schools into learning organizations. Following these initiatives of MoEYS for SLO, researcher conducted a content analysis of ten extant Cambodian national policies and strategies for education to examine whether the MoEYS' policies and strategies support school as learning organization. We developed a conceptual framework outlining four dimensions and fourteen subsets as the criteria for data collection. Researcher collected the secondary data through the ten policy and strategy documents of the RGC and the MOEYS. We organized the data under the four dimensions and fourteen subsets on the spreadsheet for analysis. As a result, we found that the MoEYS' policies and strategies, which are aligned with the Royal Government of Cambodia national strategies, support school as learning organization. However, researcher recommends a coherent leadership policy for school directors, DOE and POE officials. Since leadership has proven to impact on school transformation, we argue for the coherent leadership policy to integrate transformational leadership, instructional leadership, distributed and learning leadership. Another important recommendation is further reform in decentralization and de-concentration to reduce the school governance layers to narrow the gaps between MoEYS and school levels.

Higher education uses neoliberal marketization to promote its products. However, few studies have focused on the neoliberal marketization strategies of higher education institutes in terms of branding, identity, or co-creation using critical discourse analysis. The main goal of this study was to critically analyze how higher education institutions use strategies focused on building their branding, presenting their identity, and promoting co-creation. The research/postgraduate sections of the websites of five elite research universities in Malaysia were chosen as the focus of our critical discourse analysis. A three-dimensional critical discourse analysis was used to evaluate the current strategies used in the neoliberal marketization of the universities. The findings of the analysis indicate that marketization and branding compose a university’s identity in attracting potential students. Co-creation was used in conjunction with industrial and community collaboration to attract students’ attention and help them choose a university on the basis of their interests. Although marketization is important for university sustainability, particularly in research, the main purpose of a university of emphasizing learning and knowledge should not be neglected.

Leaders in the higher education sector provide university lecturers with many professional development (PD) opportunities. However, these opportunities have yet to be taken seriously; how leaders can effectively promote university lecturers’ active participation in PD has become an issue worthy of investigation. This study investigates how leadership in higher education can effectively enhance university lecturers’ involvement in professional development (PD) in China. It examines the complex interplay between leadership roles and lecturers’ PD needs, considering the centralised system’s challenges and lecturer perspectives across various Chinese universities. Employing a mixed-methods approach, the study analyses qualitative and quantitative data to understand lecturers’ perceptions of PD, leadership responsibilities, and barriers to effective development. The findings reveal that the PD of Chinese university lecturers is intricately linked to title evaluation and performance appraisal systems, significantly influencing their engagement in PD activities. Leadership is pivotal in setting PD goals, allocating resources, and nurturing a conducive learning environment. However, challenges such as limited opportunities and standardised PD formats necessitate leadership adaptability to align PD initiatives with the evolving external landscape. The research concludes that enhancing lecturer PD requires a collaborative effort between university leadership and lecturers, particularly in adapting to dynamic external influences. Recommendations are provided for fostering this collaboration within the context of Chinese universities. These insights are instrumental for university leaders to offer better support and shape lecturer development, ultimately elevating the quality and impact of higher education in China.

Along with developing 21st-century skills like collaboration, problem-solving, critical thinking and digital literacy, Project-Based Learning (PBL) is said to be an effective method for assessing young learners’ language skills. Research suggests that by implementing formative assessment techniques throughout the project’s stages, PBL can be both advantageous and challenging, particularly when it comes to assessment. Why is it so? And what do EFL teachers working with young learners in Vietnam have to say about it? By presenting the results of the MA research study conducted with 39 EFL teachers with PBL experience ranging from two to over five years, I aim to find answers to these questions. I will discuss teachers’ views on whether doing projects provide better-quality assessment and whether PBL can measure students’ knowledge beyond tests and homework, thus allowing for continuous assessment. I will also give recommendations on how language teachers and school officials can improve PBL to make it more accessible for EFL students, for example, by planning regular assessment checkpoints and giving constant feedback. Finally, I will share successful examples from my students’ project work in Vietnam outlining how to introduce a driving question, prompt brainstorming, provide scaffolding, and present the final product in the least stressful way possible.
Recently, the incorporation of artificial intelligence tools, notably ChatGPT, has become increasingly prevalent in language education in Bangladesh. This study focuses on evaluating the influence of ChatGPT in ESL/EFL classrooms in Bangladesh, aiming to comprehend the ways in which educators utilize this technology to enhance their instructional methods. A comprehensive survey along with a focused group discussion was conducted among 30 ESL/EFL teachers to collect the qualitative data regarding their feedback and experience of implementing the materials acquired from ChatGPT in their classrooms, preparing exam and quiz questions as well as for providing feedback. The research findings highlighted two aspects of using ChatGPT. A significant portion of surveyed teachers reported positive experiences, emphasizing the platform's effectiveness in aiding lecture and material preparation. Conversely, some teachers provided negative feedback, indicating that ChatGPT's utility was inconsistent across different topics. In conclusion, this study sheds light on the varied experiences of ESL/EFL teachers in Bangladesh with ChatGPT. The positive feedback underscores its capacity to augment teaching methods, emphasizing the platform's effectiveness in language education, emphasizing the need for adaptability and targeted refinement for optimal classroom integration.

Higher Education

78438 | Students' Digital Literacy in Shandong Province
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Due to the progress in science and technology, digital literacy has become an essential skill for students to function effectively. This study examines the digital literacy levels of college students in Shandong Province, China, and offers insights for student administrators and trainers. A questionnaire survey was conducted on 400 higher education students using the student digital literacy questionnaire developed by Shopova (2014). Descriptive statistical analysis was performed using SPSS software. The empirical findings indicate that higher education students in Shandong Province possess a high level of digital literacy. Specifically, students demonstrate average proficiency in using computer/ICT skills, excellent mastery of basic Internet skills, average ability in seeking and retrieving information, multiple channels for acquiring information resources, and a high level of effectiveness in using information, including critically assessing it. Furthermore, the challenges faced by students in accessing information resources stem from issues related to authority and information barriers, the efficiency of information access, and the restricted availability of channels. While 96.7% of students possess the desire to enhance their digital literacy skills, only 82.7% are inclined to engage in digital literacy courses. There are notable disparities in digital literacy when comparing graduate and undergraduate students. The results underline the importance of digital literacy education in the specified province.

78552 | Research on English Teaching Status and Strategies in Chinese Higher Vocational Colleges – A Case Study of Two Colleges
Jiabin Shen, The University of Massachusetts Amherst, United States

This paper aims to investigate the current situation and countermeasures of English teaching in higher vocational colleges in China, taking two colleges in Shanghai as examples. The paper adopts the perspective of culturalism, which emphasizes the importance of cultural differences in interpreting global education policies and advocates local adaptation of various models from global education. The paper focuses on three aspects of English teaching in higher vocational colleges: teaching methods, students' interest, and the relevance and localization of teaching materials. The paper uses a mixed-methods approach, including questionnaire surveys, interviews, classroom observations, and teaching experiments. The paper draws on the content-based instruction (CBI) model and the 6T teaching method (themes, text, topics, threads, tasks, and transitions) to design and implement a teaching strategy that aims to improve students' English skills and prepare them for the domestic and global job market. The paper also introduces a new vocational English textbook that integrates foreign-related tasks and local cultural elements. The paper evaluates the effectiveness of the teaching strategy and the textbook by comparing the experimental and control groups of students and teachers in terms of their English proficiency, attitudes, and feedback. The paper hopes to contribute to the promotion of the SDG goals 4.3, 4.4, and 8 by enhancing the quality and relevance of vocational English education in China.

78891 | “Who Are They Targeting This Week?": Supporting Faculty During Incidents of Targeted Harassment by the Public
Nina Flores, California State University Long Beach, United States

Voicemails from strangers reciting your home address. Emails and messages that reference your child’s name. Receiving such an onslaught of harassment that you can’t open your inbox for weeks without cringing. Deciding to leave a tenured position and move out of state for safety reasons. These are all examples faculty shared with me during interviews about their experiences being targets of harassment by the public. Targeted harassment is when groups or individuals engage in aggressive and organized campaigns targeting faculty members, which are meant to silence professors or censor their curriculum (Ferber, 2018). Faculty face an ongoing threat of harassment by the public for their teaching, research, or personal identities. During these incidents, the overwhelming emails, messages, social media comments, phone calls, doxing, and even threats of rape and death contribute to silencing, self-censorship, and a lack of safety – all of which prohibit faculty from fully engaging in academia, the profession, and with the public (Doerfler, 2021). Now imagine having to navigate this fast-moving situation on your own or scrambling to work with colleagues or department chairs in real time, because your institution has no support plan in place for when this happens. It doesn’t have to be like this. During this presentation, I will discuss the issue of targeted harassment of faculty, and I will share findings from my research about informal and formal mechanisms of support, as well as strategies for scaling support at department, college, and university levels.
All higher institutions are concerned about delivering quality education for all students. Every university must develop an evaluation system to improve teacher effectiveness in building successful educational learning. One of the most influential teachers' teaching effectiveness criteria is student evaluation, which has been applied in most schools. Several studies have been found on the factors affecting teachers' effectiveness that correlate to personality, experience, and digital skills. This research examines the validity of teacher effectiveness using the evaluation results from data of college students in a Sino-American joint University and explores some relevant factors affecting teacher rating. Furthermore, this paper specifically looked into the criteria for how students rated their professors. The study utilized random sampling with at least 300 students of Wenzhou-Kean University selected as the participants in this research and supplemented with an interview schedule for both students and professors from different departments. Theoretically, a Triangulation method was also applied to understand the phenomena better. This research mainly used a mixed approach and correlational research design using survey questionnaires regarding teachers' personalities, grade distribution, and factors affecting teacher ratings. The researchers analyzed the collected data qualitatively and quantitatively using descriptive and inferential statistics. Specifically, a thematic approach is applied to qualitative data due to its flexibility. The results proved that the grade is the most closely correlated with course clarity, interest, practicability, and personality. A considerable gap exists between male and female students in course clarity. Teachers with intuitive personalities enjoy the most incredible popularity among the students, followed by teachers with thinking personalities. The study is significant to educators, students, and university administrators as a basis for reevaluating the tools for gauging teachers' effectiveness.

First-year students confront an array of challenges when entering university. However, little is known about how they adjust themselves to adapt and work through a multitude of challenges in the transitioning phase. This study delved into the status quo of and relationships among transitional challenges, well-being, help-seeking, and students’ adjustments to university. Whether the relationships vary by gender and majors was also investigated. Data were collected from 710 Hong Kong first-year university students. We employed confirmatory factor analysis, structural equation modelling, and multitrait-multimethod modeling to analyse the data. Results showed that students experienced a low to moderate level of transitional challenges and had a moderate to high level of adjustment. Moreover, we found that socio-emotional challenges, academic challenges, and coping are negatively related to students’ adjustment to university. This relationship held true for students from different majors and gender. This study underscores the significance of considering students’ perceived challenges to promote a smooth transition to university life.

The significance of STEM (Science, Technology, Engineering, and Mathematics) education in promoting innovation, technical progress, and economic development is well acknowledged. Psychology and Neuroscience have a distinct significant role within the STEM field, bringing necessary perspectives on human behavior, cognition, and neurological processes. These academic fields not only provide significant contributions to the progress of medicine and technology, but also have wider ramifications for society, including areas such as education, law, and mental health. Nonetheless, the intricate and constantly changing characteristics of Psychology and Neuroscience provide unique educational obstacles. Conventional instructional methodologies frequently exhibit limitations in effectively captivating pupils and fostering profound understanding within these specialized domains. The use of Artificial Intelligence (AI) inside educational environments offers a potential avenue for tackling these particular difficulties. This research aims to evaluate the effectiveness of ChatGPT, an AI-powered conversational agent, in enhancing the learning experience in an "Introduction to Cognitive Neuroscience" course. The study seeks to fill existing gaps in educational methodologies by comparing the efficiency of AI-generated feedback with traditional human-generated feedback. Research Questions are listed below: • Does ChatGPT feedback result in improved academic performance in group presentations compared to traditional human feedback? • How do students perceive the quality and utility of feedback provided by ChatGPT in comparison to human-generated feedback? • Will incorporating ChatGPT in the course significantly improve students' understanding of complex theories and their application in practical settings? The study employs a mixed-methods research design, involving both quantitative and qualitative data collection.

ACEID/ACP/AGen2024 Pre-Recorded Virtual Presentations

73800 | Uncovering the Role of Course Evaluation in Measuring Teacher Effectiveness: An Analytical Perspective at Sino Foreign University
Rosalie Palaoan, Wenzhou Kean University, China
Li Minhui, Wenzhou-Kean University, China
Yu Yuping, Wenzhou-Kean University, China
Zhou Qingqing, Wenzhou-Kean University, China

76796 | Thriving Through Transitioning: Unravelling the Interplay of Transitional Challenges, Well-Being, Help-Seeking Barriers, and Adjustments into University
Jiajing Li, The Chinese University of Hong Kong, China
Vivian WY Lee, The Chinese University of Hong Kong, China
Haining Gao, The Chinese University of Hong Kong, China

77562 | Bridging the Gap: ChatGPT's Role in Enhancing STEM Education
Lingfei Luan, University of Minnesota, United States
Xi Lin, East Carolina University, United States
Laura Allen, University of Minnesota, United States

Innovation & Technology

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The advent of artificial intelligence in educational institutions has been met with fear and concern due to the ethical implications it carries, especially in the assessment of learning. In this work, results from an experiment aimed at using artificial intelligence as an ally in teaching numerical calculus will be presented. The teaching experience was implemented in an intensive course (five weeks for a total of 24 hours) on numerical methods for the solution of differential equations. The course was directed to undergraduate students of engineering programs in physics and data science. Not all the students attending the course had skills in the required programming language (Python) and, due to the short time, it was not possible to teach them basic computing during the course. The use of tools as chatGPT and Bing for code generation allowed the students to learn and apply different numerical methods of increasing complexity, and, at the same time, improve their skills in python programming. Numerical results of diagnostic exams and a sentiment analysis on the students’ perception about the use of artificial intelligence in the course will be presented.

The concept of interdisciplinary approach is fast becoming a key instrument and more relevant in that it enables students to apply knowledge and skills across multiple disciplines in addressing sustainability challenges through multiple lenses. The fact that sustainability challenges frequently involve a variety of stakeholders and elements that have an impact on social, economic, and environmental issues, working within a group of people from varied backgrounds can be an effective means of problem solving. The study utilizes a desktop analysis of empirical studies to establish the contributions of interdisciplinary approach to sustainable development in teacher education. Findings revealed that interdisciplinary teaching is significant to both students and educators. It provides students with more opportunities for investigation and discovery as they are included in the learning process. In doing so, students improve their critical thinking abilities and acquire a more comprehensive understanding of the subjects. Additionally, it gives educators the chance to examine other philosophies and methods of instruction, which might result in learning that is more efficient. The findings further revealed that to collaborate effectively, experts and/or stakeholders from various backgrounds and disciplines need to pinpoint a particular problem and have a shared understanding of what is expected of them. Hence, an interdisciplinary approach enhances university students’ competencies in sustainability. The Namibian National Environmental Education and Education for Sustainable Development Policy stresses the need for capacity building in ESD in addressing complex sustainability challenges in an effort to achieve the United Nations Sustainable Development Goals (SDGs).

The urgency of addressing environmental degradation, resource depletion, and social inequalities has elevated the importance of education for sustainability (Sterling, 2001). This abstract investigates the promise of interdisciplinary learning to advance sustainability education, drawing on a range of academic sources as well as in-school work and development. The paper provides an extensive insight into how interdisciplinary learning can drive forward the sustainability education agenda. Implementing education for sustainability in Secondary Schools is faced with many challenges and barriers (McDonald, 2023), however interdisciplinary learning and teaching can help overcome these barriers. For Jacobs (1989) interdisciplinary learning and teaching involve the integration of knowledge and skills from multiple disciplines to address complex real-world problems, fostering critical thinking, collaboration, and transferable skills. Thereby allowing learners to develop a comprehensive grasp of complex sustainability challenges through cultivating critical thinking, problem-solving skills, and a profound engagement with real-world sustainability issues. This paper underscores the promise of interdisciplinary learning in promoting education for sustainability, by using practical ways of addressing implementation barriers to help prepare future generations to address the pressing sustainability challenges.
This study explores the efficacy of K-12 Global Citizenship Education (GCE) in Japan, evaluating its impact on personal empowerment and elucidating the challenges and prospects associated with the GCE curriculum. Aligned with the United Nations Educational, Scientific, and Cultural Organization (UNESCO) framework, which envisions GCE as a means to instill respect for human rights, social justice, diversity, gender equality, and environmental sustainability while nurturing responsible global citizenship, our research pursues two primary inquiries: (1) To what extent does the GCE curriculum empower students? and (2) How do the duration and consistency of GCE implementation influence empowerment levels? To answer these pivotal questions, we conducted in-depth interviews with educators from selected UNESCO Associated Schools in Japan and college students who had graduated from those schools. This interdisciplinary approach yielded insights from six teachers and six students, all proficient in English as native speakers or bilinguals. Employing semi-structured one-on-one interviews conducted via online videoconferencing, we encouraged the conversational exploration of GCE topics while collecting data on specific facets. Our study aspires to enrich comprehension regarding the integration of GCE within the Japanese educational landscape and its potential to foster personal empowerment. The outcomes of this research also hold the potential to inform and shape GCE policies and practices in Japan, offering invaluable insights into the nuances of its implementation and the challenges it may encounter in this unique context.

This paper explores how U.S. Universities can engage their students in overseas field research projects in sustainability science by utilizing a modified citizen science model. It looks at the experience of offering a field research course between students at Montclair State University and students at a Vietnam University to propose a model that incorporates the principles and protocols of citizen science with global student collaborative engagement. In this model, students under the mentorship of a US Professor in field course format form a collaborative arrangement with overseas professors and students to gather research data and address research questions in sustainability science that affect local communities. The target locations for this research are primarily in the Philippines and Vietnam. The sustainability issues are: marine resources, coral reef ecosystem health and over-fishing; flooding and green infrastructure projects; analyzing the urban heat island effects of dense urban communities; and the impact of volcanic events in local communities. The U.S. Professor coordinates field research protocols with overseas colleagues and utilizes students in research teams for peer learning. Students in the program develop leadership and cross-cultural personal skills while expanding their technical expertise. They learn to work with local communities to enhance local problem solving.

Reading fluency and automaticity are essential components of the primary grade reading curriculum, yet little is known about Arabic language reading teachers' perspectives on their role in assisting children in mastering these skills. The purpose of this study was to explore Arabic reading teachers' perspectives of the challenges of low-level fluency among their primary grade students particularly in grades 1-3 as well as the presence and/or absence of automaticity, an inherent component of fluency. Situated in the Mafraq Governorate, in Amman, Jordan, this study examined teacher's perspectives and experiences with regards to potential mitigating factors that contributed to students' challenges along with if there were statistically significant differences in the reasons behind low reading fluency among students of early primary grades. Through a quantitative research approach, data was collected from 153 teachers using a questionnaire with domains. Findings yielded that the most dominant challenges in Arabic reading fluency skills was the domain related to learners using reading resources and building automaticity with a mean of (3.36), followed by the next domain related to the learning environment with a mean of (3.09). This study contributes to an increased understanding of teachers' perspectives regarding Arabic language reading fluency and automaticity. It highlights the complexities of students' reading fluency in Arabic and underscores the importance of an evidence-based design and immersive reading programme. Salient recommendations include the development of an extensive tiered-based reading intervention programme focusing on Arabic language reading fluency-based approaches and student-centered activities that help students towards mastery and automaticity.

One of the greatest challenges humanity is facing during the upcoming years is the effects of climate change on our world. The education system understands that the issue of the climate crisis must be included as a part of scientific literacy. The climate science literacy explains the connection between different climate systems and the way they work in the world, they also emphasize the effects of climatic phenomena on human life. In order to increase pupils' awareness to the climate crisis, student teachers planned an activity day on the topic. The purpose of the study was to examine the attitudes, knowledge, behavior, and concerns of the pupils regarding the climate crisis before and after the activity. 185 pupils participated in this activity. The pupils answered an anonymous quantitative and qualitative questionnaire at the beginning of the activity and at the end. of it. Based on the results of the questionnaire it appears that there is a strong correlation between the pupil's behavior attitudes and concerns. The pupils reported that the school studies have little influence in imparting the subject compared to the activity day. The pupils also reported that the activity affected their attitudes towards the subject, their future behavior according to it, and their knowledge about it. In light of the findings, it is necessary to expand teaching climate literacy at schools in order to increase the awareness towards the subject, that way the pupil will be encouraged to be involved in handling the climate crisis.

Enhancing Global Citizenship Education in Japan’s K-12 Curriculum: Exploring Lessons and Opportunities for Growth
Kentaro Shintaku, Soka University of America, United States
Tomoko Takahashi, Soka University of America, United States

An Exploration on the Perceived Challenges in Arabic Reading Fluency for Primary School Learners: A Basis for Primary School Reading and Automaticity Programmes
Ibrahim Alamoum, Sharjah Education Academy, United Arab Emirates
Fatima Bailey, Sharjah Education Academy, United Arab Emirates

Middle School Pupils’ Attitudes Toward the Climate Crisis
Vered Yeflach Wishkerman, Kaye Academic College for Education, Israel
Internships are commonly used in degree programmes to expose students to the real-world applications of theories and to nurture students for their future careers. However, there is a current research gap about students’ perceptions regarding the value of internships, particularly the fulfillment of their psychological needs. It was found that meeting students’ psychological needs during their internships can enhance their well-being, motivation and engagement in work. This will subsequently affect their performance and eventually, their career decisions. This study was conducted to examine students’ psychological needs in internships in the context of a university in Singapore. A mixed-method approach was used to collect qualitative and quantitative data from 12 interviewees and 82 respondents respectively. This study also incorporates the self-determination theory that emphasises the importance of fulfilling psychological needs. The theory highlights three individual and basic psychological needs of autonomy, competency and relatedness. The research outcome shows that all three psychological needs are important to students. No other needs is mentioned by the students. However, while the needs are fulfilled frequently enough in internships, there are areas that the university and the industry organisations can improve in. The recommendations include curriculum review, structured feedback sessions with academic supervisors, formalised mentorship arrangement and more cross-departmental skill development opportunities. These combined improvements can collectively lead to a more supportive learning journey for students and a better retention of talents for the industry.

The world was halted in March 2020 due to the Corona Virus Disease - 2019 Pandemic. It made the students take their classes in isolation. That is why the Department of Education offered two main modes of instruction – online and modular. While they both have their pros, they are not perfect. Online classes require large data that is expensive; modular lessons might be cheaper, but it lacks the interaction that a student needs to have meaningful learning. The researcher explored a midground where we can have interactive learning without needing an expensive plan. The Artificial Intelligence-enabled Messenger Chatter Robot is a learning material that can be used anytime and anywhere, even if students are only on free data. The researcher developed the material and sought whether such material is a good digital interactive teaching-learning resource. To do this, he sourced his respondents (students, Science Teachers, Principals, Head Teachers, Coordinators, Professors, and Information Technology - related persons) from various educational institutions all over the provinces of Isabela and Nueva Vizcaya using stratified purposive sampling. To triangulate the result, the researcher utilized four tools: Educational Soundness General Evaluation Checklist, Evaluation Rating Sheet for Non-Print Materials, Technology Acceptance Model - based Checklist, Chatbot Usability Questionnaire, and 7 Characteristics of a Good Chatbot. Overall, this research has found that the Messenger Chatter Robot is acceptable as a digital interactive teaching-learning material in General Biology 1 by the three main groups of this study.

This case study investigates mobile education in the conflict-ridden context of Pekon Township, Myanmar, following the 2021 military coup. Through surveys, interviews, and group discussions involving educators and stakeholders, it reveals the resilience of educators who confront a multitude of challenges. Psychological distress, financial constraints, and limited access to support and training hinder their ability to provide quality education, particularly affecting volunteer teachers. Students also face significant barriers, from forced displacement to the absence of resources. Despite these difficulties, teachers adapt their methods, emphasizing critical thinking and community enrichment. Younger teachers have taken on leadership roles, marking a shift in traditional hierarchy. The study highlights a community-driven approach, emphasizing adaptability and innovation, offering valuable insights for educators, policymakers, and organizations operating in conflict-affected regions.
Global Perspectives on Cool Japan: Exploring the Effects of an English-Medium Instruction Course in a Tokyo University Study Abroad Program
Darlene Yamauchi, Bunkyo Gakuin University, Japan

This presentation will report on results from a research study examining the influence of a "Cool Japan" course on 35 international students participating in a unique 3-month cultural and language exchange program at a Tokyo university. Serving as an exploration point for connections and diverse cultural perspectives related to "Cool Japan," this Hybrid English Medium Instruction (EMI) course was designed for both Japanese and international students. Notably, this marks the first group of international students hosted by the university since the 2019 COVID-19 pandemic, a return that has been eagerly anticipated by students and faculty alike as a symbol of the university's return to normalcy after the disruptions caused by the pandemic. The presentation will discuss specific themes covered in the "Cool Japan" course, and examine specific course content, to provide insights into how it encouraged critical thinking skills for students as well as promoted a deeper self-perceived appreciation for the content of "Cool Japan." Utilizing an exploratory mixed-methods approach, the research combines qualitative insights from in-depth interviews and quantitative data gathered from a structured self-reported questionnaire. The findings reported from this study demonstrate the course's efficacy in promoting cultural exchange, enriching the educational experience not only for the international students in this investigation but also for the participating Japanese students highlighting the course's adaptability to the post-pandemic evolving global circumstances. This research sheds light on the course's role in enhancing cultural adaptability, fostering cross-cultural communication skills, and navigating the complexities of Japanese popular culture in our rapidly changing world.

Research on the Effectiveness of Reflective Practice Applied to College Students' Service Learning: Taking Advertising Design Courses as an Example
Shu-Yin Yu, Ming-Chuan University, Taiwan

Students' service learning process will be integrated into reflective practice teaching, integrating flipped teaching, experiential learning, and workplace experience of social service. Use individual and team reflection training to form a review mechanism of large and small circles. The superposition of each other's experiences forms the basis for new experiences, and repeated accumulation builds the habit of reflection, allowing students to take the lead in answering questions and answers. At each learning stage, students can observe and reflect on their own learning gaps through specific workplace experiences. Teacher support or dialogue with experts will form an understanding of the social workplace, and then the application and verification of the design work will be carried out in the next stage. This study is a service learning activity planned in the advertising design course. It uses the teaching operation of reflective practice to test the learning effectiveness of students' creativity, execution, and reflection on new products in the three stages of creative ideation, design execution, and self-evaluation. The research results show that circular reflection has an impact on students' creative thinking and self-evaluation, but has no significant impact on execution effectiveness.

A Study on Utilizing of Virtual Reality Teaching Materials in Marine Education for Primary School Children in Taiwan
Hsiang Kai Chung, Yongan Elementary School, Taiwan
Lan-Ting Wang, Tainan University of Technology, Taiwan
Yuan Hsun Chuang, China University of Technology, Taiwan

Global awareness of marine education is pivotal, yet Taiwan, as an island nation rich in marine resources, has not garnered the necessary focus in this area. Over the past few years, the COVID-19 pandemic has prompted schoolchildren to gradually adapt to online remote teaching and digital learning tools. Consequently, the importance of designing digital teaching aids and conducting research on teaching sites has become even more pronounced. This study investigates the utilization of virtual reality (VR) teaching materials in marine education for primary school children to address limitations in the learning environment and enhance overall learning motivation. Distilling marine education into five key themes—marine leisure, marine society, marine culture, marine science and technology, and marine resources and sustainability—the study systematically selects video teaching materials tailored for third-grade elementary schools based on these themes. Following a pre-test written assessment, teachers presented both traditional videos and VR headset-enabled videos. Subsequently, a post-test written evaluation and interview were conducted. It is found from written tests, worksheets and interviews that using VR to watch videos significantly improved school children's learning attitudes. At the teaching site, it can also be seen that students use a positive attitude to learn and give back with positive vocabulary. This study highlights the positive impact and promising developmental potential of virtual reality technology in marine education, emphasizing the need for increased attention, further research, and developmental initiatives in this field.

The Role of Educators in Supporting Children of High-Demand Religious Group Believers
Martina Bottazzo, Osaka University, Japan

"High-demand religions" are religious groups that strongly emphasize leadership and reinforce strict behavioral codes (Myers, 2017). The children of high-demand religious group believers are called "second-generation", or "SG" (Goldberg, 2017). As a review study concerning the therapeutic issues of families involved in these groups suggests, SG children tend to experience abuse (Whitsett et al., 2017). However, research regarding the life experiences of Japanese SGs and ways to support them is scarce. An interview study of 10 SG Japanese adults (6 women, 4 men, medium age: 42 years) was conducted. The participants (recruited through the "Japan Society for Cult Prevention and Recovery") were asked about their upbringing and current lifestyle. The interviews were analyzed with IPA (Interpretative Phenomenological Analysis). Participants who encountered supportive school teachers and enjoyed positive interactions with classmates had better chances at societal integration, while those who faced discrimination in the classroom struggled with it. It was inferred that the lives of Japanese SG children are often deeply influenced by their experiences at school. The following points will be argued: 1) educators should be informed on the characteristics of common high-demand religions and the issues faced by SG children 2) schools should eliminate discrimination against religious minorities and be proactive in providing safe spaces for SG children to express themselves and interact positively with their classmates. Limitations of this study include a restricted sample of only one nationality, which reduces its generalizability, while its strengths include sample heterogeneity in terms of age and family compositions of the participants.

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78460 | Disciplinary Literacy and Culturally Responsive Leadership in Higher Education
Leslie Haas, Xavier University of Louisiana, United States
Jill Tussey, Buena Vista University, United States

Culturally responsive instruction is about merging educational demands and aspects of student lives. This rigor is often paramount to academic stakeholders, especially those in leadership positions within schools. Some academic leaders do understand that having successful and comprehensive culturally responsive teachers and instruction evolves from culturally responsive leadership (Gay, 2018; Muniz, 2019). While disciplinary literacy offers a range of pedagogical components, it has the potential for even greater outcomes. According to Colwell, et al. (2022), “disciplinary literacy may promote more active participation in a disciplinary culture and build skills required of engaged citizens who make political, economic, medical, and scientific decisions that directly influence and promote a more equitable society” (p. 71). Therefore, it is essential that CRL promotes disciplinary literacy practices. During this presentation, attendees can expect to be provided with an overview over both topics. Presenters will share information and resources that school leaders can utilize to guide faculty into creating mindful lessons and activities for students. Activities and materials that can be embedded into the classroom setting will also be provided. Attendees who work in leadership, higher education, or K-12 education would benefit from this presentation and the provided resources and activities.

75462 | Intercultural Teaching in EFL Secondary School Contexts: Indonesian Teachers’ Perspectives and Practices
Hui-Ju Chuang, Defense Language Institute Foreign Language Center, United States
Lin Tsai, Defense Language Institute Foreign Language Center, United States

The intercultural approach to fostering intercultural communication in classrooms has been a vital concern in the realm of English language instruction. However, acknowledging the interactive nature of culture and effectively conveying it to students can be a challenging task. In specific instances, impediments related to intercultural communication hinder the capacity of educators and learners to engage in cross-cultural dialogue. The present research investigates the practice of intercultural teaching in two separate contexts of English as a Foreign Language (EFL) at the secondary school level. The study draws on the intercultural approach to language teaching and learning proposed by Liddicoat, as well as the intercultural foreign language instruction paradigm developed by Borggetti. This study utilized a qualitative case study methodology to explore the perspectives and intercultural teaching techniques of instructors in two distinct educational environments. The research utilized both one-on-one interviews and classroom observations to illustrate the viewpoints and instructional methods of secondary EFL teachers with regard to intercultural pedagogy. The present investigation has determined that teachers perceive intercultural instruction as a novel pedagogical approach that plays a pivotal role in developing students’ intercultural communicative proficiency. The insufficiencies experienced in the classroom were attributed to the instructors’ insufficient comprehension of intercultural pedagogy, as was disclosed. The study suggests that it would be beneficial for the Indonesian EFL curriculum to integrate intercultural pedagogy in a precise and explicit manner.

75690 | Action Research in an Educational Research Methods Course to Implement Alternative Teaching Approaches
Ozden Şengül, Bogazici University, Turkey

Teacher education programs put emphasis on the inclusion of educational research methods courses in the curriculum for the successful completion of teacher training. There are problems in engaging pre-service teachers in the research process to explore educational issues. To overcome these challenges, the author aimed to conduct an action research study to integrate inquiry-based teaching and learning experiences into an educational research course to assist students in designing applicable research proposals. The instructor prepared different instructional materials for each week to guide students understand the theoretical perspectives in an active process. The design of the course materials followed the backwards design to emphasize the learning outcomes of each week and supported students to prepare a research proposal. Through the qualitative design of the study, instructor journals, student reflections, and samples of students’ written work or assessment artifacts were collected as the data sources and analyzed through inductive analysis to understand the challenges and successes of the instructor and students’ attitudes and experiences: The instructor focused on the preparation of formative and summative assessments in an iterative process by listening to the learners’ perspectives. Evaluation of student achievement was based on completion of weekly materials and final proposal; students’ active involvement in weekly activities contributed to their final grades to develop satisfactory research proposals. Integrating alternative approaches to teacher training is necessary to guide pre-service teachers’ learning in an active process with diverse formative assessment materials. Inquiry-oriented instruction can help pre-service teachers gain competency to deal with problems in practice.

76558 | Intercultural Teaching in EFL Secondary School Contexts: Indonesian Teachers’ Perspectives and Practices
Fitti Agustin, Universitas Pendidikan Indonesia, Indonesia
Nenden Sri Lengkanawati, Universitas Pendidikan Indonesia, Indonesia
Fazri Nur Yusuf, Universitas Pendidikan Indonesia, Indonesia

The intercultural approach to fostering intercultural communication in classrooms has been a vital concern in the realm of English language instruction. However, acknowledging the interactive nature of culture and effectively conveying it to students can be a challenging task. In specific instances, impediments related to intercultural communication hinder the capacity of educators and learners to engage in cross-cultural dialogue. The present research investigates the practice of intercultural teaching in two separate contexts of English as a Foreign Language (EFL) at the secondary school level. The study draws on the intercultural approach to language teaching and learning proposed by Liddicoat, as well as the intercultural foreign language instruction paradigm developed by Borggetti. This study utilized a qualitative case study methodology to explore the perspectives and intercultural teaching techniques of instructors in two distinct educational environments. The research utilized both one-on-one interviews and classroom observations to illustrate the viewpoints and instructional methods of secondary EFL teachers with regard to intercultural pedagogy. The present investigation has determined that teachers perceive intercultural instruction as a novel pedagogical approach that plays a pivotal role in developing students’ intercultural communicative proficiency. The insufficiencies experienced in the classroom were attributed to the instructors’ insufficient comprehension of intercultural pedagogy, as was disclosed. The study suggests that it would be beneficial for the Indonesian EFL curriculum to integrate intercultural pedagogy in a precise and explicit manner.
78358 | Simulation-Based Teaching: A Case Study of Nurse Educators at the University of Botswana
Dorcas Basetsana Marie-Perera, University of Botswana, Botswana
Gaonyadiwe Lubinda, University of Botswana, Botswana
Wananani B. Tshiamo, University of Botswana, Botswana
Motshidisi B. Sabone, Independent Scholar, Botswana

Background: Simulation based education has gained momentum in nursing education. During the advent of COVID 19, simulation-based teaching and learning became a useful strategy employed in nursing education globally as the traditional way of delivering content was not possible. Nurse educators are pivotal to the teaching and learning environment that help learners to develop both technical and problem-solving skills essential for patient care. It is crucial therefore, to examine nurse educators’ perceptions on simulation teaching and learning. Objective: To explore the perceptions of nurse educators regarding the use of simulation teaching and learning strategy. Methods: A qualitative exploratory case study was conducted, and four (4) nurse educators were purposively selected for data collection. With the permission of participants, individual semi-structured interviews were tape-recorded. Through content analysis, data were systematically analysed and interpreted. Four themes emerged from the study namely, simulation learning as having merits if implemented in a well-versed environment, positive experiences of facilitating simulated learning, lack of direct interaction of students with patients and challenges of inadequate resources. Conclusion: The nurse-educators perceived a well-resourced environment, simulation learning as having potential to benefit students. Further research on simulation teaching and learning strategy is needed to expose perceptions of nurse educators at a larger scale.

78806 | Enhancing Online Education: A Practical Approach to Empower Educator in Email Communication
Ziwei Wang, Lincoln University, New Zealand

The global shift towards online education, precipitated by the Covid-19 pandemic, has revealed critical challenges stemming from a lack of preparedness. As we approach a post-pandemic era, it is imperative to reimagine education within the digital realm to fortify our educational systems against future uncertainties. A particular concern is student engagement and interaction, requiring educators to devise innovative strategies for active participation. This research serves as a foundational exploration of online education, with a specific emphasis on empowering educators with practical tools to navigate this evolving landscape. By providing a structured and interactive training system, along with an email communication guide for teachers in the online learning environment as a work product, through a comprehensive literature review, this research contributes to the enhancement of the online learning experience for both educators and students. The platform aims to foster effective communication skills among educators, ultimately creating a more engaging learning environment.

78847 | Peer's Corrective Feedback: Effect on the Oral English Performance of the Students
Jaoharah Yusop, Mindanao State University - Iligan Institute of Technology, Philippines

Despite prevailing notions that corrective feedback are over-studied and obsolete, recent reviews argue for their continued relevance, particularly in pedagogy. However, concerns about the reliability of some studies necessitate further research, particularly addressing assessment validity and effectiveness. This study, conducted in a 21st-century teaching and learning setting, explores the impact of two types of corrective feedback - teacher and peer - on students' Oral English performance. The research involved forty Grade 11 Humanities and Social Science Strand (HUMSS) students at Mindanao State University- Marawi Senior High School, divided into control and experimental groups. The control group received teacher corrective feedback, while the experimental group received peer corrective feedback. The effectiveness of these feedbacks was evaluated based on pre-test and post-test scores, as well as mean gain scores after a five-week intervention. The results showed an improvement in the mean gain scores for both groups, with the experimental group showing a slightly higher gain. However, the difference was not significant, suggesting that both types of feedback can be effective. The findings imply that students' capabilities should not be underestimated and that they can learn from each other. The slight edge of the experimental group suggests that some students may be more comfortable receiving feedback from peers. However, the negligible difference between the two groups also indicates that some students may trust teacher feedback more. This study underscores the importance of understanding the nuanced impacts of different feedback types in educational settings.

78916 | Helix-C-Sketch in Engineering Design Education
Tee Hui Teo, Singapore University of Technology and Design, Singapore
Maoyang Xiang, Singapore University of Technology and Design, Singapore
Xuesong Zhai, Zhejiang University, China
Fan Gyuang, Zhejiang University, China

C-Sketch, or Concept Sketch, is a technique used in design thinking and collaborative ideation processes. It involves creating visual representations of ideas and concepts using simple sketches or diagrams. In conventional 6-3-5 C-Sketch setup, 6 person in a group generate 3 ideas each in 5 minutes. This setup could help to generate various ideas in a group, however, the influence of each member on getting innovative ideas will get saturated after second round of passing the sketch. This study improves the C-Sketch by elevating the sketch process between group to group after the individual sketch. This study was carried out between the students from Singapore University of Technology & Design and Mahidol University, Thailand, that have different backgrounds and very different problem-solving skill. There were six group in a class, where each group consists of 3 students from Singapore and 3 students from Thailand. After the C-Sketch in individual group is completed, one of the designs is selected and passed to another group for group sketch processing. This study is worth mentioned here that no conversation and idea exchange is allowed between group. Each group must improve the design without consulting another group. It is regarded as Helix-C-Sketch. Majority (more than 90%) of the students agreed that Helix-C-Sketch improve the conventional C-Sketch significantly and prefer Helix-C-Sketch.
Frequently, discussions arise within the T-shaped competency model regarding the choice between emphasizing depth or breadth in education. Each has its own considerations and applications at different levels of learning for students. Typically, learning begins with a broad overview and then delves into depth within applied disciplines, with the reverse approach for more theoretical subjects. In the realm of engineering design, the concept of design itself is considered a broad topic, but achieving proficiency in a specific area of knowledge is crucial for providing innovative solutions. This study focuses on the exploration of the design methodology known as the double diamond, within the context of pedagogical development for training product engineers. A product engineer needs to be competent in various fields while maintaining an innovative mindset. This is why the pi-shaped model is popular among product engineers, as it bridges two T-shaped components, representing expertise in more than two fields. However, the pi-shaped model, while facilitating multi-disciplinary learning, falls short in addressing innovation. In this study, the double-diamond methodology and the pi-shaped model are integrated into the infinite-pi model for training product engineers. In this approach, product engineers undergo training in various fields (pi-shaped), while continuously exploring new areas and returning to fundamentals (double diamond) to foster innovation. Preliminary study results indicate strong agreement among participants with the infinite-pi model. They express a preference for this model over both the pi-shaped and T-shaped models.

The teaching of computing science in a rural area school has various limited resources and supports. The purpose of this study is to explore the teaching of computing science and to provide some suggestions for teachers who conduct classroom activities by using the case of rural schools in Ratchaburi, Thailand. The qualitative data was collected by site-visit observation, and interviewing of teachers who implement the class activities. The finding shows that teachers in this rural area understand the policy of including computing science in the national core curriculum, however, supporting intense supervision from the regional Education office is required. Also, the result showed that teachers from various backgrounds, including education, social sciences, science, and computer, taught computing science through their own experiences with different approaches in their classes. They are aware of the importance of teaching and learning the subject, but they were confronted by challenges, such as a lack of time to prepare class and limited scheduled time in the curriculum to deliver to students. Many of them suggest the requirement of training to gain more teaching experience as their background is not in this computational field. Furthermore, more learning tools should be provided in this area as only a few schools can obtain standard learning equipment. The integration of activities, such as games and active constructions in classes, should be done in a more positive light to promote an understanding of computing thinking among students.
Community Development

78426 | Gender Differences in Gambling Behaviour in Singapore
Ho Keat Leng, University of Georgia, United States

Gambling is a popular recreational activity in many countries. In 2017, a study found that 52% of Singaporeans have gambled at least once within the year. The aim of this study is to examine the state of gambling activity in the country further. In total, 684 respondents were recruited from the public at busy subway stations in the country. The sample was relatively balanced between the genders, with 335 respondents (49.0%) of female gender. The survey found that 428 respondents (62.6%) had gambled in the past 12 months. There was no statistical difference across the genders with 64.5% of male respondents having gambled in the past 12 months compared to 60.6% of female respondents, $x^2 (1, n = 684) = 1.10, p = .30$. A larger proportion of male respondents participated in sports betting (30.7%) when compared to female respondents (6.9%). In addition, male gamblers were more likely to spend more on gambling ($Md = 2.17, n = 349$) when compared to female gamblers ($Md = 1.70, n = 335; U = 48563, p < .01$). This suggests that there has been an increase in gambling activity over the years with male gamblers more likely to participate in sports gambling and spending more money on gambling.

74100 | The Impact of Mentoring on Professional Development of Young Working Adults: The MentorsHub Case Study
Kenneth Tan, Octave Institute, Singapore

The impact of mentoring on professional development is unequivocal and has been long documented in academia (Zheng, Zhao & Yuan, 2020)). First, mentors provide information and skills to mentees regarding future career trajectories, options, and pathways. Second, mentors provide access into their social networks that are not otherwise formally available which further provides the mentee with opportunities for information and skills acquisition and also potential career opportunities. Third, mentors, according to Social Learning Theory (Bandura, 1977), model behaviors for mentees to follow in the workplace setting them up for further success. Hence all of these processes should result in more efficacious career-related outcomes such as compensation and job satisfaction. This study, using the MentorsHub case study (a Singapore non-profit organisation), seeks to confirm the theory of change and accompanying hypotheses by first presenting the relevant literature, before turning to the quantitative data analysis, and further following up with qualitative data analysis from Focus Group Discussions conducted. The impact of mentoring are tested using through Hypothesis 1: MentorsHub has had a positive impact on the personal and professional development of participants and Hypothesis 2: MentorsHub has aligned the professional and life goals of participants to be consistent with their inherent talents and strengths.

General Psychology

77171 | Prevalence of Adjustment Disorder Among Employees of Middle-Level Management in the Apparel Sector in Sri Lanka
Prasanna Jayatilake, Sir John Kotelawala Defence University, Sri Lanka
Lakshika Liyanage, Sir John Kotelawala Defence University, Sri Lanka
Wasantha Gunathunga, University of Colombo, Sri Lanka

Adjustment Disorder (AjD) is a transient psychological disorder that develops as a result of facing stressful life events. At present, the Diagnostic and Statistical Manual of Mental Disorders- 5th Edition (DSM-5) and the International Classification of Diseases - 11th Revision (ICD-11) are the two widely recognized diagnostic criteria. The Adjustment Disorder New Module 20 (ADNM-20), a self-reported questionnaire, is universally accepted as an effective screening tool for AjD and is widely being used. The objective of the study was to identify the prevalence rate of AjD among middle-level employees of the apparel sector in Sri Lanka. The current study followed a quantitative research design. Three hundred employees were screened for AjD symptoms using the DSM-5 criteria and ADNM-20 questionnaire. The results revealed a high prevalence rate of 56.33%. In addition, among the six subscales of ADNM-20, the avoidance subscale emerged with the highest mean score. Furthermore, it demonstrated that divorced female employees, employees within the 36-45 age category, and employees working in the Human Resources (HR) and Industrial Engineering (IE) departments presented severe symptoms of AjD. The overall findings highlighted the urgent need for extensive future research on AjD not only within the apparel sector but across all industries and work settings.

77319 | Happiness Index of Gay Men
Charmaine Honculada, Holy Name University, Philippines
Leah Wilfreda Pilongo, University of Bohol, Philippines

The Happiness Index refers to the overall measure of the gay men in the community in their life satisfaction and well-being. This study's primary purpose is to determine the happiness index of gays in Tagbilaran City, Bohol, Philippines. A quantitative research method was utilized using a standardized questionnaire. The standardized questionnaire was devised by Michael Argyle and Peter Hills at Oxford University (2002). Percentage, Weighted Mean, Spearman Rank Correlation, Chi-Square Test, and Kruskal-Wallis H Test were used to analyze the data collected. The gay respondents' overall happiness index yielded the interpretation as Rather Happy. Therefore, the majority of the gay respondents are happy with their current lives but not too happy. As a result of the survey's analysis, it was revealed that older gay respondents are happier than younger gay respondents. Further research is recommended to corroborate the findings of this study.
Industrial Organization and Organization Theory

77165 | Study on Impact of Performance Management and Rewards on Organization’s Talent Environment
Arvind S Chauhan, SP Jain School of Global Management, Australia
A Seetharaman, SP Jain School of Global Management, Singapore
Veena Jadhav, SP Jain School of Global Management, Australia
Bhanu Ranjan, SP Jain School of Global Management, Australia

With growing complexity and uncertainty in the current business environment, it is imperative to protect and retain organization’s talent pool. Performance Management (PM) System is a business tool that provides direction to the organization and subsequently facilitates the organization to achieve its long-term goals. Performance management plays a pivotal role in shaping employee behaviour by driving overall performance of an employee within organisational set-up. PM System links performance with rewards to inspire the talent environment (TE) thus performance-linked reward model stimulates a performance-driven culture in the organization where high-performance yields higher rewards, thus creating a positive behavioural ripple. This paper delves into the intricate dynamics of performance management systems, exploring its correlation with performance rewards and their overarching impact on the talent environment within the organization. A systematic qualitative study has been conducted to gauge the correlation between performance, rewards and talent. Limitations of the study are discussed further in the paper.

78189 | How Supervisor Can Retain Potential Employees: Psychological Empowerment as a Mediator
Nadira Izminanda, Tarumanagara University, Indonesia
P. Tommy Y. S. Suyasa, Tarumanagara University, Indonesia

This study aims to examine how psychological empowerment can explain the role of supervisor support in reducing turnover intention especially for prospective employees. Turnover intention is an individual's desire to leave the company or current place of work. Psychological empowerment is an individual's intrinsic motivation to feel empowered at work. Psychological empowerment has four aspects: meaning, competence, self-determination, and impact. Supervisor support is an employee's perception of the extent to which superiors provide information, emotion, and assistance. Participants in this study were 150 employees who work in the field of insurance and technology and information with a minimum working period of 6 months, have a boss and minimum education of senior high school or equivalent. The data collected by using turnover intention scale, psychological empowerment scale and supervisor support scale. The design of this research is quantitative research. The result of this study shows that there is a role of perceived supervisor support on turnover intention and it was also found that psychological empowerment can fully mediate between perceived supervisor support and turnover intention.

78973 | The Relationship Between Clan Culture, Learning Opportunities, and Personal Attributes on Job Uncertainty and Job Stress: A Multilevel Perspective
Alyssa Yen Lyn Ding, Sunway University, Malaysia
Michelle Chin Chin Lee, Massey University, New Zealand

Job stress is a growing problem in the work literature as employees continue to keep up with the demands of a growing and competitive environment due to globalization and the Industrial Revolution 4.0. Coupled with job uncertainty due to unpredictable environments that interrupt regular workflow, the issue of job stress in the workforce is further escalated as employees face ambiguity in predicting the direction of the future of their work. The present study aims to understand the relationships between organizational factors (i.e. clan culture and learning opportunities) and personal attributes (i.e. emotional intelligence and proactive personality) that contributes to job uncertainty and job stress. In addressing the lack of studies on how clan culture relates to learning opportunities as well as how emotional intelligence and proactive personality relate to job uncertainty and job stress, this study employed a cross-sectional correlational survey research design on 240 employees from 36 teams aged 18-years old and above (M = 38.0 years; SD = 8.6 years). Hierarchical Linear Modeling (HLM) was used to analyse the results. The results showed that job uncertainty significantly predicts job stress in a positive direction, learning opportunities significantly negatively predicts job uncertainty, and clan culture positively affects learning opportunities. Emotional intelligence was found to significantly negatively predict job uncertainty. Mediation analysis were also conducted. Implications and recommendations for future studies are discussed with regard organizational management, as well as organizational training and development.
During the COVID-19 pandemic, residents in Singapore were often reminded by the government to be civic conscious and to undertake health preventive habits such (e.g., donning masks, using hand sanitizers). This study sought to examine (1) residents’ perceptions of the current COVID-19 state and (2) whether residents continue to undertake health preventive habits and their reasons for doing so or not as we exit from the pandemic. 300 residents (aged 21 and above) in Singapore were surveyed through convenience sampling in two ways: e-surveys were disseminated through word-of-mouth, and participants were recruited in-person in a mature housing estate. The survey assessed participants’ perceptions towards current COVID-19 state, their likelihood of undertaking health preventive habits and their expectations of others in undertaking health preventive habits. Statistical tests were used to examine the results against their demographic profiles (e.g., sex, prior COVID-19 infections, whether they live with vulnerable population). Females were generally more likely to engage in preventive health habits. Interestingly, living with medically vulnerable individuals or one's past COVID-19 infections had no significant correlation to whether one engages preventive health habits. This study is limited by its sample size. Also, as the survey was administered in English, elderly residents who could not speak English were excluded. Future phases could consider enlarging our sample size and administering the survey in Mandarin, Malay and Tamil so as to include more elderly participants in the study as the results can inform outreach policies targeted at the elderly who are more vulnerable to infectious diseases.

Searching for Numerical Representation: Single-Digit Numbers Do Not Influence Numerosity Estimation in Adults
Fiorella Gago, Universidad de la República, Uruguay

There exists a robust debate surrounding the question of whether symbolic numbers inherently elicit representations of magnitude. Several studies have contributed to the notion that the mere presence of a symbolic digit activates a conceptualization of numerical quantity (Dehaene & Akhavein, 1995). These investigations have posited that the presentation of a single digit automatically triggers the representation of numerical magnitude. Conversely, an opposing viewpoint asserts that single-digit numbers do not inherently and automatically activate representations of magnitude. This present study seeks to explore whether symbolic magnitudes exert an influence on the perception of numerosity when single digits are considered not for their numerical value, but rather for their visual form. Consequently, the experiment consisted of a Stroop task where the participant had to estimate the number of digits displayed on a screen and assess the performance of adults in a numerosity estimation task. Participants were presented with small and large one-digit Arabic numbers (1, 2, 3, and 7, 8, 9) as well as three distinct letters as a control condition (B, C, D), each repeated a random number of times ranging from 20 to 30, excluding 25. Their task was to estimate the number of occurrences of the symbolic representation and indicate whether it was above or below 25. The collected data suggested there was no influence of Arabic numbers in contrast to the control condition (letters). However, overestimation was observed as a common response in every subject.

Balance and Gross Motor Skills Impairments Characterize Young Children with Autism Spectrum Disorders
Firoti Tsifitzi, University of Thessaly, Greece
Filippos Vlachos, University of Thessaly, Greece
Despoina Papoudi, University of Thessaly, Greece
Elias Avramidis, University of Thessaly, Greece
Plousia Misailidi, University of Ioannina, Greece

Autism Spectrum Disorders (ASD) represent a variable neurodevelopmental disorder. Recent studies indicate that motor impairments may be the first sign of atypical development in ASD. However, measurement of motor function in ASD has lagged behind other behavioural phenotyping. The aim of the present study was to examine the motor function of young children with ASD, aged 4 to 6 years old, in comparison to two groups of age-matched intellectually disabled (ID) and typically developing (TD) children. In total, 60 children, (20 ASD, 20 ID and 20 TD) aged 4 to 6 years old participated in the study. The motor skills of the participants were assessed using the Movement Assessment Battery for Children (M-ABC) and 7 clinical tests on fine and gross motor skills as well as on balance. Children with ASD had statistically significant lower performance than the TD children and children with ID in tests that examine gross motor skills and balance. Additionally, both ASD and ID groups presented significantly lower performance than TD group in fine motor tasks, but there was no significant difference between the clinical groups. This study highlighted the specificity of motor impairment in ASD children comparing their performances with a clinical group (ID) and a non-clinical group (TD). Our findings, align with previous studies which support specific motor impairments of children with ASD. These findings could contribute to a better understanding of the specific and subtle motor impairments in ASD. Additionally, they can serve as markers of early diagnosis, clinical stratification, and treatment targets.

Civic Responsibility and Health Prevention Habits
Julia Wong, Singapore Institute of Technology, Singapore
Hannah Lee, Singapore Institute of Technology, Singapore
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The survey assessed participants’ perceptions towards current COVID-19 state, their likelihood of undertaking health preventive habits and their expectations of others in undertaking health preventive habits. Statistical tests were used to examine the results against their demographic profiles (e.g., sex, prior COVID-19 infections, whether they live with vulnerable population). Females were generally more likely to engage in preventive health habits. Interestingly, living with medically vulnerable individuals or one's past COVID-19 infections had no significant correlation to whether one engages preventive health habits. This study is limited by its sample size. Also, as the survey was administered in English, elderly residents who could not speak English were excluded. Future phases could consider enlarging our sample size and administering the survey in Mandarin, Malay and Tamil so as to include more elderly participants in the study as the results can inform outreach policies targeted at the elderly who are more vulnerable to infectious diseases.

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A large body of literature, including preclinical histopathology, genetic and neuroimaging studies has established the involvement of the cerebellar circuits in the physiopathology of Autism Spectrum Disorders. The aim of the present study was to evaluate at a behavioral level the cerebellar function of preschool children with ASD, in comparison to two groups of age-matched intellectually disabled (ID) and typically developing (TD) children. 60 children (20 with ASD, 20 with ID and 20 TD) aged 4 to 6 years old participated in the study. The three groups were pair-matched for age and gender. ASD and ID groups were also matched according their nonverbal IQ, using the Wechsler Non-Verbal Scale of Ability. All children met the criteria of DSM-V and were diagnosed with Autism Spectrum Disorder (ASD) or Intellectual Disability (ID) by Public Committees. Participants’ examined using 7 clinical tests, into the three main areas of cerebellar function maintenance of posture, hypotonia (reduced muscle tone), and complex movements. Our results showed that children with ASD in our sample performed significantly lower in 6 out of 7 cerebellar tests compared to TD children and children with ID. These findings indicate that cerebellar-dependent motor behaviours are compromised in preschool children diagnosed with ASD. Our findings, are consistent with previous studies which support a general cerebellar dysfunction in children with ASD, indicating that these impairments can emerge and be detected as early as preschool years.

Mental Health

76851 | Occupational Wellbeing in the Post-pandemic Era: Employee Insights and Experiences from a Higher Education Institution in Oman
Miriam Simon, National University of Science and Technology, Oman
Aliza Batool, National University of Science and Technology, Oman
Trinette Fernandez, National University of Science and Technology, Oman

Background: Globally, COVID-19 posed multifaceted challenges to the educational system and employees were driven into completely unfamiliar territory. As the scenario in higher education returns to normalcy, it is beneficial to retrospectively reflect on the experiences and challenges during the pandemic. It is also vital to assess any residual impact that may influence employee wellbeing and productivity. The objectives of the present study were to assess the impact of COVID-19 on the wellbeing of faculty and staff at the National University of Science and Technology, Oman & explore post-pandemic wellbeing. The study also aimed to assess employee resilience capacity and psychosocial satisfaction. Method: 138 employees consented to participate in this study. The survey method, involving item pooling from standardized scales- COVID Stress Scale, WHO-5 Wellbeing Index, the Connor Davidson Resilience Scale, and the WHO Quality of Life-Brief, was used. Results: Results indicate that a majority of employees (67.7%) experienced stress and anxiety during the pandemic. The support provided by the administration (64.9%) and access to vaccination services (48.6%) primarily contributed to the wellbeing of staff members during this time. Participant responses also indicated that following the pandemic, overall wellbeing and resilience capacity were adequate. However, 23.4% of employees reported that they currently experienced negative feelings. Conclusions: These findings reiterate that organizational interventions to reduce stress levels and enhance resilience and wellbeing are of paramount importance. In addition, the adaptive and versatile role of employee support services has been brought to the forefront due to the pandemic experience.

Sheina Cadavos, Polytechnic University of the Philippines, Philippines

Young people with visual impairment need holistic and pragmatic support to be able to maximize their potential to the fullest. Thus, this study delved into the pressing issues and concerns regarding how the relationships and qualitative results of the three variables namely, self-esteem, family satisfaction, and cognitive distortion affect Young People with visual impairment (YPVI) in the Philippines. This study adapted an explanatory sequential mixed methods approach, which included 62 respondents for the quantitative data phase and 5 respondents for the qualitative phase. Most of the respondents have low levels of self-esteem and family satisfaction but manifested very low levels of cognitive distortions. Additionally, high levels of self-esteem were associated with lower levels of cognitive distortion, and vice versa. Family satisfaction was not perceived to have a significant association with their self-esteem. Through the qualitative results, low levels of self-esteem were due to the dismissive evaluation of self and frustrations with self-development; low levels of family satisfaction can be attributed to apprehensive handling of family conflicts, burdensome family pressures, and feeling of emotional neglect; and high levels of cognitive distortion were due to mental filter ruminations.

77108 | Gender Differences and Social Comparison Orientation on the Relationship Between Fomo, SME, and Psychological Well-Being
Ivy Marie Zarraga, Adamson University, Philippines
Patricia Lourdes Garcia, Adamson University, Philippines
Ma. Crescindia Ozailes, Adamson University, Philippines
Vanessa Reyes, Adamson University, Philippines
Rionna Mariel Semilla, Adamson University, Philippines
Jenevalyn Ullega, Adamson University, Philippines

The present study investigated the relationship between the fear of missing out, social media engagement, and psychological well-being of college students and whether gender differences moderate and social comparison orientation mediate the relationship among the variables. With the growing prevalence of social media usage, it is crucial to examine how these variables interact and their impact on individuals’ psychological well-being. This study employed a descriptive and predictive-causal research design and collected data from 399 college students. The respondents completed self-report questionnaires, namely the Iowa-Netherlands Comparison Orientation Scale, the Social Media Engagement Scale, the Fear of Missing Out Scale, and the Psychological Well-Being Scale. Analysis of the data indicated that fear of missing out and social comparison orientation have a direct influence and are good predictors of psychological well-being. On the other hand, social media engagement does not influence the level of psychological well-being of the students. Similarly, social comparison orientation partially mediated the direct influence of fear of missing out on the psychological well-being of the students. However, because of the inclusion of social comparison orientation, social media engagement can now influence the psychological well-being of the students, implying that full mediation occurred. Lastly, using a constrained latent growth method, analysis of the data revealed that the influence of fear of missing out on psychological well-being is strongest for female college students, while the influence of social comparison orientation on psychological well-being is strongest for male respondents based on the results of multi-group analysis.
Counseling and Coaching: Exploring the Core Similarities in Concepts, Behaviors, and Techniques

Educators Managing Physician-Residents Struggling with Mental Health Concerns

Social Media and Mental Health Discourse: Insights and Implications
By training physician residents, Graduate Medical Education (GME) programs necessarily expose new healthcare professionals to vicarious trauma, which can lead to significant psychological distress, impacting physician wellbeing and patient care (Ravi et al., 2021). Despite the critical need for effective support systems within healthcare institutions, current methods of addressing it are insufficient (Lane et al., 2018). For this reason, counselors in our GME program utilized their relationship-building expertise to develop the Support-U Training Program (SUTP). The goal of SUTP is to increase resilience for physician residents by training all residents in essential communication skills, thereby expanding the peer support network. The program emphasizes empathy, active listening, and open-ended questioning to enhance trust and emotional connections among peers. In its pilot phase with 35 family medicine and 15 internal medicine residents, surveys indicated the program's effectiveness in enhancing peer support knowledge, communication skills, and emotional intelligence. Notably, 91% of family medicine participants and 100% of internal medicine participants reported an increased understanding of peer support. Moreover, 89% of all respondents noted improvements in their listening and communication skills. Attendees will learn how mental health professionals can use these skills in an integrative healthcare setting. Specifically, this presentation includes strategies used in the SUTP to foster a supportive environment among healthcare professionals, focusing on practical skill-based training. This presentation will provide guidelines and best practices for replicating the SUTP model in other healthcare settings, emphasizing its adaptability and scalability.

Neuroscience

77870 | Theta tACS Non-selectively Enhances Visual Working Memory Performance in Schizophrenia Patients
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Schizophrenia is a complex neuro-psychiatric disorder that impairs patients' life-processes. A primary cognitive dysfunction in schizophrenia is the deficit in visual working memory (VWM) performance. Impairments in VWM can occur for several reasons, such as poor memory consolidation, fast memory decay, and/or impaired retrieval. Here we modified the visual color change detection task by providing helpful cues either early in the maintenance (early cue), late in the maintenance (late cue), or during retrieval (retrieval cue) phases to pinpoint the cognitive stage(s), responsible for impaired VWM performance in schizophrenia. Furthermore, 6Hz transcranial alternating current stimulation (tACS) was applied over participants’ right DLPFC and right PPC—a protocol that has been demonstrated to improve VWM in low-performing healthy participants—to assess whether tACS can also improve VWM performance in schizophrenia, and, most importantly, whether such tACS-induced improvement (if any) occurs mostly in the early cue, late cue, or retrieval cue condition. We observed a significant improvement effect from cues in low-performing patients. Specifically, low-performers benefited equally from both early and late maintenance cues, but not retrieval cues, suggesting a problem with their memory consolidation. In addition, low-performing patients also benefited from tACS, which created a general boost in VWM performance across all memory stages. High-performing patients, in contrast, did not benefit from cues or tACS. Together, we conclude that poor VWM in low-performing schizophrenia patients can be traced to the maintenance stage due to poor consolidation, and such deficit can be ameliorated both with memory cues and frontoparietal theta tACS.

77872 | Number of Value Levels to Be Learned Can Affect Short-term Value Recall in Humans
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Optimal decision-making between multiple objects requires accurate recall of each object's value. Value recall is known to be affected by a number of factors including the training duration and the number of objects, etc. Here, we hypothesized that the level of discrete values that has to be learned while other factors being equal impact recall. In this study, participants (n = 10) learned to associate abstract fractal objects with monetary rewards. The objects were divided into three groups with two, three or five reward levels, respectively. Importantly, the number of objects in each group, the dynamic range of values and the training duration were the same across the three groups and the low-level visual features were randomized between value categories. By the end of value learning, subjects were asked to indicate the value of each object using a sliding bar (unitary choice trials). Subjects' performance for all three groups were similar and not significantly different (2 level: 86.2%, 3 level: 87.7%, 5 level: 88.4%, p>0.1). Importantly, value memory tested around 2 hours later using the same unitary choice trials showed lower recall for the objects that belonged to groups with more reward levels (2 level: 84.6%, 3 level: 77.8%, 5 level: 64.2%, p<0.05). Our results suggest that all else the same, value resolution can affect value recall. It remains to be seen whether exposure to contexts with different value resolutions shapes subsequent choice behavior which may be suggestive of a framing phenomenon in our future studies.

Psychology and Education

74969 | Perceived Parental Psychological Control, Impostor Phenomenon, and General Self-Efficacy as Predictors of Students' Test-Anxiety in Higher Education
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This study aims to reveal how impostor feelings and general self-efficacy predict students' test-anxiety and academic achievements, while testing the effect of perceived parental psychological control using the students' recollections of their mothers. The sample comprised 142 students, whose age ranges from 20 to 52 (Mage = 27.53, SD = 5.61). The results of a path mediation model revealed that: (a) students’ impostor feelings and self-efficacy were inversely correlated, while, when taken together, only the former was uniquely associated with test-anxiety; (b) Maternal psychological control was indirectly associated with the students' test-anxiety (through impostor feelings); (c) Test-anxiety and self-efficacy were negatively and positively (respectively) associated with the students’ academic achievements, while test-anxiety fully mediated the association between the students’ impostor feelings and their academic achievements.
The findings implicated that to promote self-evaluation of female survivors of CSA, intervention programs may focus on fostering a sexual self-concept (SSC) as it mediates the negative effects of CSA on self-esteem and general self-efficacy. SSC was found to mediate the negative effects CSA on both self-esteem and general self-efficacy.

1.28] than women without CSA. They were also poorer in self-esteem [t (170) = 3.99, p < .001; Cohen's d = 0.63] and general self-efficacy [t (170) = 4.02 to 8.80, p < .05 to p < .001; Cohen's d = 0.62 to 0.85].

In this study, the measure of SSC encompassed six domains (viz., sexual self-esteem, sexual self-efficacy, sexual satisfaction, sexual anxiety, sexual depression, and sexual fear). Self-evaluation was assessed by self-esteem and general self-efficacy. The results showed that women with a history of CSA were poorer in the six domains of SSC [t (170) = 4.02 to 8.80, p < .05 to p < .001; Cohen's d = 0.62 to 1.28] than women without CSA. They were also poorer in self-esteem [t (170) = 3.99, p < .001; Cohen's d = 0.63] and general self-efficacy [t (170) = 1.98, p < .05; Cohen's d = 0.31].

Results and Conclusion: Our results show an inverse correlation between COVID-related stress and overall wellbeing and resilience capacity among students. The results also indicate that positive wellbeing is facilitated by resilience capacity, satisfaction with psychosocial support, academic achievement, clear university communication and access to counselling services. The findings accentuate the importance of creating supportive and meaningful spaces to reduce stress levels and enhance resilience among the students at HEIs.

Children's lives are significantly shaped by parenting techniques and the environment, particularly in terms of gender development. In light of this, the study employed Narrative Psychology to investigate the influence of child raising on the four participants from Science City of Muñoz, Philippines. The data was interpreted using Schütze's notion of Narrative Analysis. Participants shared that the manner in which their parents disciplined them played an important role in influencing their gender development, with strict parents able to provide well-disciplined sons and daughters based on their professions, achievements in life, and preformed responsibilities as individuals. The participants mentioned that their experiences as a man and a woman as a result of their parents' child rearing approaches taught them to value the life and to stand on their own feet. As a result, as kids go through adolescence and into adulthood, they become less dependent on their parents and develop more independence in all parts of their life. The basic idea is that parents have a strong influence on the gender features and development of their children, as well as the course they follow in their life. The findings also revealed that, despite the hurdles that their respective families provided to them as men and women, the participants managed to perform their socially mandated tasks based on their gender. The findings have significance for developing better child rearing strategies and protocols for educational institutions engaged with child management.
Reducing Vaccine Hesitancy and Improving MMR Vaccination Uptake: A Behavioral Approach in the Philippines

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A surge in measles cases in the Philippines, with a downward trend in vaccination uptake has highlighted the need for effective strategies to improve measles, mumps, and rubella (MMR) vaccine coverage, especially among pandemic-disrupted and born children (9 months to 3 years old). This study aimed to complement current service-level initiatives and promotions by looking into primary caregivers’ behavioral and decision-making contexts, to further understand the drivers of vaccine hesitancy among this population and develop, accordingly, behavioral solutions to strengthen these. Through a mixed methods approach, the study engaged 139 caregivers across three regions. From insights gathered on-ground, three behaviorally-informed solutions were developed and tested. There were three levels of quantitative analysis around an adopted vaccine confidence scale, and themes were generated from the qualitative data. Additionally, after usage, results show positive correlation with perceived benefits of vaccination, and demonstrated promising results in driving action, with 51% of participants successfully vaccinating their child within three weeks of the intervention. The study is currently progressing towards scaling up the intervention and ensuring its sustainability by developing a social marketing program. Given these, the study holds significant promise for improving MMR vaccination rates among children through behavioral solutions and consequently, impact public health for good.
Aging and Gerontology

75306 | Estimating the Value of Informal Care in European Countries
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The provision of informal care has been the traditional mechanism to address the care needs of European populations in need. However, its value goes unaccounted for in long-term care spending as it refers to unpaid care and includes unmonetized costs, which if substituted by the market or community care would result in higher costs to both families and social protection systems. This paper examines the missing care economy, namely the value of informal care drawing on a wellbeing methodology where we can identify the effect of care on wellbeing. We draw on longitudinal data from the SHARE survey retrieving estimates of informal care from several European countries. Drawing on the availability of daughters in the household, we estimate the causal effect of caregiving on wellbeing, and we retrieve an estimate of the magnitude of the care economy of Europe’s Gross Domestic Product (GDP). Our estimates suggest that the short-term compensating surplus (CS) 41.4% of short-term GDP and the long-term accounts for 24.8% of long-term GDP which is about 9.90% of men’s wages and 10.45% of women’s wages. However, our estimates vary by country and gender, being 74% of average female’s wages in France 74.2% and 61% in Switzerland (61.46%), and 36% of male wages in Spain and 28% in Italy.

75756 | Sarcopenia in Older Surgical Patients
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Sarcopenia is the progressive decline in muscle quality and function attributed to aging. It is a prevalent global problem associated with worse morbidity and mortality outcomes. This risk is even higher in patients who have suffered a major trauma or those requiring an emergency laparotomy because of an intra-abdominal injury or to address an acute illness. Therefore, prompt diagnosis of sarcopenia is key to identifying high-risk patients for appropriate management planning and risk mitigation. Computed tomography (CT) remains the current gold standard diagnostic modality. The aim of this study is to interrogate the utility of clinical and biochemical tests in identifying sarcopenia in elderly patients admitted to the hospital for trauma or emergency laparotomy. In this pilot study, forty eligible participants aged 65 years or older, admitted to Middlemore Hospital for trauma or emergency laparotomy were included in the study. Clinical assessments performed included: midarm muscle circumference, Appendicular skeletal muscle mass, handgrip strength, as well as 2 questionnaires. Thirteen biochemical markers were collected. For all patients who had a CT abdomen in the first week of their admission, the Total Psoas Major Cross-sectional area (TPMCSA) was assessed. The CT scans were conducted preoperatively where possible as dictated by the patient's hemodynamic stability. Some clinical measures including HGS, and MAMC showed a positive correlation with TPMCSA. Similarly, biochemical measures including free triiodothyronine and brain natriuretic peptide demonstrated correlations with TPMCSA. Some clinical and biochemical measures may prove to be useful surrogates to radiological scans in sarcopenic patients.

77069 | Evidence-Informed Approach to De-Prescribing of Atypical Antipsychotics (AAP) in the Management of Behavioral Expressions (BE) in Advanced Neurocognitive Disorders (NCD)
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The LuBAIR™ Paradigm is a novel approach to ascribe meaning to behavioral expressions in advanced neurocognitive disorders when the reliability of a clinical assessment is limited. The meaning ascribed to each behavioral category was used to identify those which are likely to respond to the use of atypical antipsychotics, in their management. De-prescribing was attempted on patients who qualified to enter this retrospective study. De-prescribing was defined as successful if individuals were completely withdrawn from AAP and remained off them for 60 days, without the re-emergence of behaviors. The LuBAIR™ Inventory was filled on two occasions. The data collected on the second occasion, in the successful and failed de-prescribed groups, were compared in this retrospective study. MANOVA, Chi-Square paired t-test statistical analyses were used to detect the differences in the behavioral categories between the two cohorts. Cohen d was used to measure effect size. Patients who did not have Mis-Identification and Goal-Directed Expressions were more likely to successfully de-prescribe: X2 (1, N = 40) = 29.119 p < 0.0001 and X2 (1, N = 40) = 32.374, p < 0.0001, respectively. Alternatively, the same behavioral categories were more likely to be present in patients who failed de-prescribing: MANOVA and paired t-test (p < 0.0001). Atypical antipsychotics, in their role as an antipsychotic and mood stabilizer, may be used to manage Mis-Identification and Goal-Directed Expressions, respectively.
Population aging is one of the demographic challenges the Latin American region is facing, and which, in turn, transforms the health profiles of the populations. The syndemic concept integrates the social-biological-environmental, referring to synergistic and situated health problems; pertinent approach to the study of comorbidities and multimorbidities that affect 24% of older people (OP). In this sense, health and care crises are identified as major interconnected problems that define societies and make visible the living conditions of PMs. In old age, health, nutrition, and care practices are a central category for understanding aging modalities. It is proposed to build health-food-care (HFC) profiles of Argentine OP, according to a quality of life index (LI) designed for this purpose (provincial aggregation level, 2019-2022). An ecological and cross-sectional epidemiological study was developed, illustrating the distribution of HFC profiles and LI at the provincial level from secondary sources of national scope. In Argentina, various health-nutrition-care profiles coexist among PM according to province of residence, which are related to LI. At the same time, the illustration of a map of the state of PM’s health situation makes it possible to give visibility to groups and contexts with distinct characteristics - pointing out differences and similarities - between the provinces. In order to make a contribution to the elaboration of situated public policies, this work recognizes expressions of multiple modalities of aging according to different ways of living old age and their contexts.

We examined the life satisfaction and wellbeing determinants of two groups of older adults in Abu Dhabi using data from the fourth cycle of the Abu Dhabi Quality-of-Life Survey (QoL-4). The first group is still active and employed, while the second group is retired or unemployed. The QoL-4 survey included multiple scales associated with happiness, life satisfaction, social relations, subjective physical and mental health, housing, income, education, environment, and community social support and services. The analysis relied on descriptive statistics and multiple analyses of variances. The primary analysis focused on the statistical differences between the two groups. In general, working older people recorded significantly more positive wellbeing outcomes than those not working. More detailed results show that, in general, the top factors favoring working older people are related to income change and satisfaction, ability to make ends meet, subjective health and mental health, often eating a healthy diet, participating in voluntary activities, trust in people, feeling more connected with other people, satisfaction with relationships with other people, satisfaction with services provided for senior citizens, life satisfaction, and happiness. The older people who are not working scored more positive outcomes on a few factors. They included often meeting with friends, quality time spent with family, satisfaction with family life, and satisfaction with services provided for senior citizens. Further analysis revealed that female older adults recorded more negative wellbeing indicators than males, regardless of whether they were working. Limitations and future directions are provided. Some policy directions are also discussed.

Children's obligation to support their elderly parents has a deep root in Thailand. However, the strength of this relationship is suspected to deteriorate due to population aging and socio-economic pressure along with technological progress. Family relations in an aged society in Thailand needs to be explored with evidence-base data. Hence, the study will examine (1) types of elderly parent-adult child relationships, (2) factors influencing types of relationships, and (3) impacts of types of relationship on well-being of the elderly parents. The data are from the fourth wave (2022) of the survey on Health, Aging, and Retirement in Thailand (HART). Elderly parents who had at least one living child 18 years or over and were non-residence with their adult children will be included in the study. Based on intergenerational solidarity model and the availability of data, the type and number of solidarity indicators will be selected and used in the latent class analysis (LCA) to develop a typology of elderly parent-adult child relationships. Then, we will conduct separate LCA parents’ age group. Next, multinomial logistic regression will be performed to analyze the influence of demographic and socio-economic characteristics on the intergenerational relationship types. Finally, multivariate analysis of variance (MANOVA) will be used to examine the impacts of types of relationship on physical and psychological well-being of the elderly parents. Family policies to improve the well-being of elderly parents and strengthen intergenerational relations will be suggested.
The healthcare industry has experienced significant advancements due to the advent of digital technology, leading to enhancements in patient care, increased efficiency, and improved outcomes. However, with these advances come ethical and privacy issues. In addition to the General Data Protection Regulation (GDPR), individual European countries may have their own distinct laws and regulations concerning privacy protection in nursing homes. These laws may introduce supplementary protection and requirements to ensure the privacy of residents. A literature review of existing literature was conducted to assess ethical and data protection considerations when using digital technologies in nursing homes. The literature emphasizes concerns on violations of privacy due to the implementation of tracking and surveillance technology, the loss of individual autonomy, and the restricted accessibility of technology for vulnerable populations. The literature shows various issues including privacy and data protection, informed consent, equal access, and the impact on staff-patient relationships, trust, responsibility, accountability, bias, as well as the necessity for an ethical framework and value-based innovation. Moreover, recurring themes in the literature encompass transparency, justice and fairness, freedom from harm, and the concept of responsibility.

Changes in Research on the Senior-Friendly Layout of Medical Facilities Before and After COVID-19
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The aggravated population aging has led to a gradual increase in people's demand for medical and health facilities, as a result of which the senior-friendly layout of medical facilities has always been a hot topic in the international academic community, especially during the outbreak of Covid-19. However, the differences in the research on the senior-friendly layout of medical facilities before and after Covid-19 based on bibliometric analysis have received little attention. In this paper, CiteSpace and VOSviewer are used to make knowledge graph comparison on the journal articles on senior-friendly planning of medical facilities collected in WOS database before December 2019 and before December 2023, so as to learn about the relevant global research during different periods and explore the characteristics of related research before and after Covid-19. It was found that due to Covid-19, the publications on related research in 2021 and 2022 increased significantly, and so did the publications in China. In the related research after Covid-19, the fields related to "community" became a hot research topic and received more attention from researchers. In summary, the research on the changes in the literature on senior-friendly layout of medical facilities before and after Covid-19 is of great significance to understanding the changes in how senior-oriented layout of medical facilities responds to public health emergency.

Assessing Interest and Educational Gaps in AI and Robotics Applications for Elderly Care Among Healthcare Students
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The global integration of AI and robotics (AI/R) in elderly care has immense potential, but significant educational gaps persist, especially in developing countries. To address this, we surveyed 188 undergraduate healthcare students in Vietnam in June 2023. Our aim was to assess their interest in AI/R applications in elderly care and identify educational deficiencies. Using a Likert-style questionnaire with two scales (AI nonophysical work and robotic physical work), we found that a majority of respondents showed keen interest in AI/R in elderly care, despite lacking formal education on these topics. Regarding AI non-physical work, the students found applications like communication support with medical staff (mean=3.9, SD=0.83), controlling lights and devices (mean=3.9, SD=0.81), and providing patient reminders (mean=3.89, SD=0.84) highly applicable. Regarding robotic physical work, they considered applications such as heavy lifting assistance (mean=3.88, SD=0.84), room/house cleaning (mean=3.86, SD=0.84), and patient feeding (mean=3.81, SD=0.83) highly relevant. These findings highlight the urgent need to address the lack of formal AI/R education for healthcare students in Vietnam. Bridging this knowledge gap is crucial to equip future healthcare professionals with the skills to leverage AI/R technologies effectively in elderly care and enhance healthcare services in the country.

Shifting Sands: (Re-) Calibrating the Home for Technology-Enabled Care
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As the proportion of older people increases globally, an emphasis on active ageing at home is given increasing value as a potential strategy. Considering the healthcare needs of older people, technology-enabled care at home is increasingly being viewed as a realistic solution to help achieve this, with the increasing use of smart technology to support elderly healthcare. This paper applies assemblage thinking to technology-enabled homes of older people. Assemblage thinking allows reflection on the home as not only a physical space, but also as a conflation of decisions, perceptions and influences – which may not always occur within the physical space conventionally called home – that affect the experience of home. The paper will ultimately highlight the impact that older people and their technology have on each other and on the experience of home. The paper will apply qualitative tools such as home tours, interviews, and images to enable older people to articulate their reflections on home around the use of technology for healthcare. The empirical focus will be Scotland in the UK. The findings are intended to shed light on the complexity of ‘home’, especially for older people, and to highlight some key theoretical as well as practical aspects of these important ideas to be considered when promoting active ageing at home.
The community living circle is the basic unit of urban community life. As one of the most active user groups, the elderly’s daily travel behavior plays an important guiding role in the spatial layout planning of community facilities. This study uses the GNSS action tracking method, taking Binhu Century Community in new urban areas in Hefei, China as an example, to obtain 222 sets of valid daily travel action data of the elderly, and combines GIS kernel density to analyze the accessibility and facilities of the elderly’s daily travel. Select preferences and explore the mobility characteristics and influencing factors of daily travel for the elderly in new urban areas through movement trajectories, walking distances, and walking speeds. Then we explore the correlation between the layout of community facilities, the composition of surrounding space in the community and the travel behavior of the elderly. The study found that the travel behavior of the elderly in the new urban area is mainly concentrated on resting, shopping, etc., the travel distance is concentrated between 250-500 meters, and the trajectory lines are mainly concentrated along the walking space of urban roads. The study ultimately proposes improvement strategies and management measures to optimize the configuration of age-friendly community facilities and the community space environment.

Entrepreneurship/Silver Economy

76996 | Engaging Older Groups in Co-designing Inclusive and Sustainable Digital Health Technologies
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With their significant empowerment potential, digital health technologies (DHTs) benefit everyone, especially older adults (OAs) who may face multiple age-related complex health issues. By fueling the revolutionary way of managing health, DHTs can potentially reduce health inequalities. However, this is only true if access and competency are not some of the barriers to taking their full advantages. The double-edged nature of DHTs can either bridge or exacerbate health disparities. Aside from systemic infrastructures and policies, the development of DHTs that do not meet the needs of populations experiencing disadvantage, such as OAs, can perpetuate the digital health divide. In Malaysia, there is little research on how OAs view local DHTs, much less their involvement in DHTs development. Therefore, Phase 1 of this three-part research seeks to address the research question – How do community dwelling OAs with chronic conditions in Malaysia perceive DHTs? Through digital design ethnography, OAs above 60 years old were interviewed to understand their use of DHTs for managing health. The think-aloud technique was also deployed as studying the subtleties of human behaviour patterns is a powerful tool for designing user-friendly DHTs. This paper presents the preliminary findings of the 25 participants’ perceptions, motivations and expectations in using DHTs. By focusing on user-experiences and incorporating the voices of older DHTs end-users, valuable insights from this research can be used as informed guidelines to develop viable DHTs. This human-centricity may offer new lens of seeing OAs as assets, so that they can optimally age-in-place as technology continues advancing.

Lifespan Health Promotion

78932 | Too Good to be True: Unveiling Challenges in Modern Commercial Technology and the Vulnerability of Older Adults
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Technology is a new experience for older adults. Society functions centering around technology where for most older adults, technology is a mystery. Most older adults are not aware that they even have choice over tailoring their personal experiences, such as changing the folder to save photos. Technology for them is frustration and mystery, and these unsolved issues and negligence of older adults in technology world makes them vulnerable to the online frauds and modern commercial technology. The modern commercial technology, often advertised to be easy to use and solve users’ problems quickly to resolve the mystery issues of older adults have. When it comes to installation and using the technology, including CCTV cameras, photo sticks, and AI based devices, there is limited guidance and instruction for older adults to learn and use. The commercial video for those products makes it “Too good to be true” for older adults. Often, the devices require apps to be installed. Although the smartphones older adults are using are non-popular models of Androids, as most of them are on limited budget. There are insufficient instructions on installing and using the technology for older version phones. The paper or digital instructions of “how to use” are often provided for popular recent smartphones. Methodologies: Interviews of 20 older adults, residing in the U.S., related to their experience with commercial technology and struggles will be analyzed using thematic analysis. Ethnography study of older adults from senior centers and senior livings will be included to support the idea.

78958 | Effect of Tongue Pressing Effortful Swallow Exercise on Orofacial Muscle Strength in Healthy Older Adults: A Prospective Intervention Study
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Building a functional reserve through muscle-strengthening exercises is essential in older adults to prevent the changes in swallow function that occur with age. Tongue-pressing effortful swallow is one such exercise proposed, however, the effect of this on the lip and tongue muscles in Indian older adults has not been investigated. Most of the studies are in the Western context, and these findings cannot be generalized to the Indian context due to anatomical differences across geographical regions. This study aimed to assess the effect of tongue-pressing effortful swallow exercise on lip strength and endurance, anterior and posterior tongue strength and endurance using IPOI (Iowa Oral Performance Instrument) in healthy older adults. A total of sixteen participants within the age range of 60-73 yrs (67.18 ±4.26) were involved in this study. Participants performed tongue-pressing effortful swallow exercise at home for 12 sessions (weekly thrice for four weeks). Paired sample t-test revealed a high significant difference only for lip strength, anterior and posterior tongue strength (p<0.05) before and after exercise. Similar findings were reported by Park et al. (2019) with respect to anterior tongue strength. There was no significant difference in lip and tongue endurance, which could be attributed age related fatigue in the older individuals. The study revealed that tongue-pressing effortful swallow exercise improved lip and tongue muscle strength in older individuals prone to swallowing difficulty. The healthcare sector can take a step to implement this swallow exercise as a prophylactic measure for older adults to avoid further complications.
Loneliness

79149 | Latent Social Isolation Resilience Practices of Japanese Older Adults
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We sought to investigate the responses of older Japanese adults to the COVID-19 pandemic, looking for latent references to social isolation in interviews that took place in April-May 2021, regarding their everyday activities and health both before and during the pandemic period. We performed a thematic analysis on coded interview transcript data acquired from 15 older adults (mean age 73 years, SD 4.4) living in Sendai City, Miyagi Prefecture. We used an inductive approach, establishing codes that referenced negative outcomes, as well as positive practices made by the participants. We found that older adults had experienced several negative outcomes from the pandemic, including social isolation and related health, mental, and emotional impacts. We discovered that some of our participants had cultivated a resilience mindset in response to the stresses of the pandemic. Through doing what they could in their immediate environment while complying with government recommendations to socially distance, they were able to maintain limited involvement in social and physical activities and contact with the community. The practical implementation of the steps required to build a resilience mindset during a pandemic by our Japanese older adults may have broader applicability to other socially isolated at-risk persons, and implications for smart aging.

Public Policy

78942 | Do Preparations for Old Age Influence Death Preparation of Thai Adults?
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Thailand is one of the countries that is rapidly becoming an aging society, and there is a wide promotion of awareness of preparation for old age. At the same time, there is a beginning to open up spaces for discussions about death preparation, which was once taboo in Thai society and culture. This article aims to study the influence of preparation for old age on death preparation among Thai people in two age groups: young adults (18-39 years old) and middle-aged adults (40-59 years old). Using data from a national survey of 17,280 participants nationwide, the study found that preparation for old age is a major factor influencing death preparation among Thai people of both age groups. People in rural areas are more likely to be prepared for death than people in urban areas. The influence of Thai Buddhism also plays a role, as people who are approaching old age are more likely to be prepared for old age and death. This reflects the fact that Thai people do not separate aging from death. Living with the elderly among young adults also increases their awareness of death preparation. The findings of this study may lead to the development of policies to promote preparation for old age in conjunction with the death preparation of the population in a systematic way.

Resilience

76236 | Educational Attainment Plays Pivotal Role in Cognitive Functioning of Older Tribal Population in India
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Enhanced cognitive functioning is closely linked with the overall health and well-being of the elderly population. The pivotal role of education in determining cognitive capabilities is widely recognized. Particularly, tribal communities, who often endure vulnerability and marginalization due to limited educational access, predominantly reside in rural Indian regions, magnifying their susceptibility to cognitive decline. Our study delves into the influence of education on cognitive functioning among tribal older adults in India. Our investigation draws on secondary data from the nationally representative Longitudinal Ageing Study in India (2017-18), encompassing 62,322 adults aged 45+ years. We employed continuous assessments of five cognitive domains to gauge cognitive functioning, adapted from the Mini-Mental State Examination (MMSE). Linear regression analysis and decomposition analysis unveiled the major associates and contributors of cognitive disparities between tribal and non-tribal cohorts. Regression results revealed significantly lower odds of better cognitive functioning among individuals in the tribal category compared to non-tribal counterparts (Coefficient: -1.33; p < 0.001). Decomposition analysis illuminated that a considerable 77.5% (Coefficient: -2.73; p-value < 0.001) of the divergence attributed to caste-based differences was elucidated by varying characteristics. Addressing the educational chasm between tribal and non-tribal adults could potentially ameliorate cognitive inequity by 39% while narrowing the rural-urban residence divide could contribute an additional 8% reduction. Notably, among others, the absence of education emerges as a pivotal factor in the cognitive underdevelopment within India's tribal populace. Tailored educational policies targeted at tribal communities promise to foster cognitive growth and defer cognitive health deterioration.
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