ACEID/ACP/AGen

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

IAFOR Global Partners

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Letter of Welcome

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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Dr Brian Victoria, Oxford Centre for Buddhist Studies, United States

AGen2024 Conference Programme Committee

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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
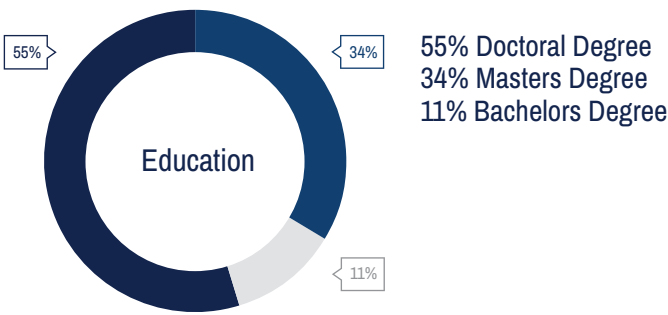# Key Statistics

747 DELEGATES
FROM 63 COUNTRIES

448 Onsite Presenters

183 Online Presenters

476 Institutions and Organisations

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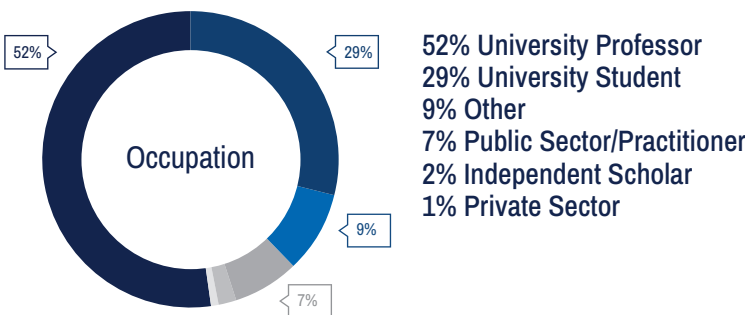
Top Five Streams
1. Aging and Gerontology (56)
2. Mental Health (50)
3. Psychology and Education (42)
4. Teaching Experiences, Pedagogy, Practice & Praxis (40)
5. Learning Experiences, Student Learning & Learner Diversity (40)

56 50 42 40 40
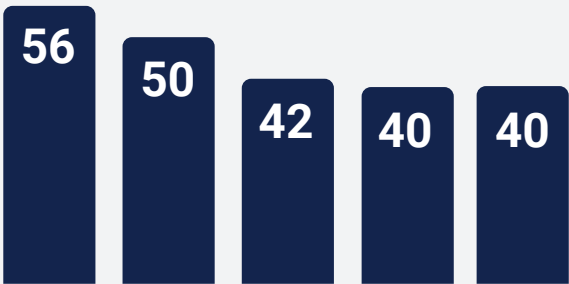
Keyword Frequency Across Titles
1 Mental Health
2 Well-Being
3 Care
4 Demographic
5 AI
6 Conflict
7 Ethics
8 Peace
9 Silver Economy
10 Migration

587 Total Presentations

251 Hours of Content

Multiple Authored vs. Single Authored Submissions
62%   38%

international | intercultural | interdisciplinary

Inspiring Global Collaborations
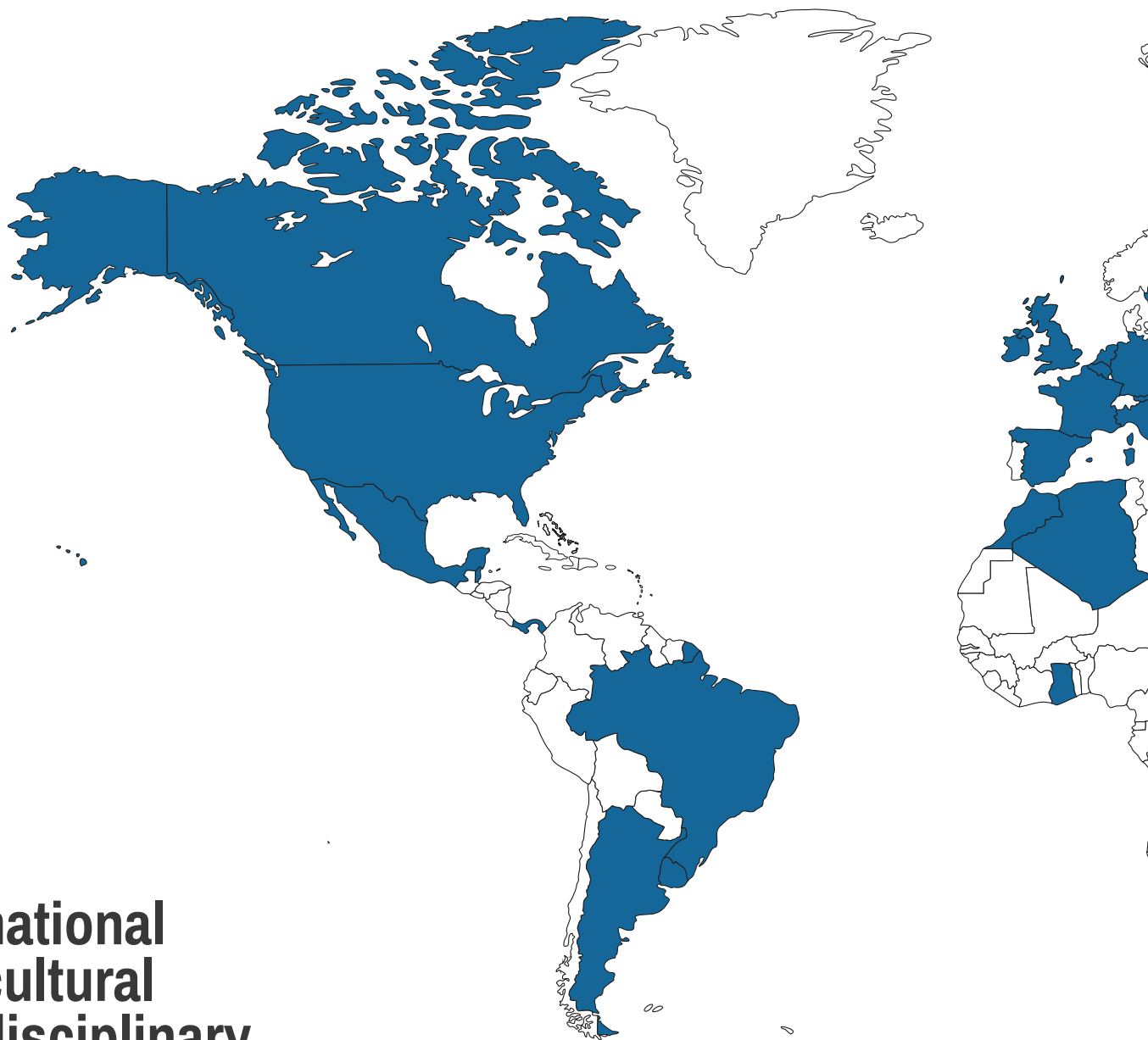
**international
intercultural
interdisciplinary**

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

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

Taiwan	83	Canada	17	South Africa	7	Turkey	
Philippines	62	United Kingdom	17	France	6	Bangladesh	
United States	58	Malaysia	14	Namibia	5	Botswana	
Indonesia	55	New Zealand	12	Brazil	4	Ghana	
Hong Kong	48	United Arab Emirates	11	Germany	4	Iran	
Singapore	48	Czech Republic	10	Mexico	4	Ireland	
Japan	46	Italy	10	Oman	4	Macao	
Thailand	43	Israel	9	Pakistan	4	Malta	
Australia	36	South Korea	9	Spain	4	Netherlands	
China	29	Vietnam	9	Austria	3	Poland	
India	20	Saudi Arabia	7	Panama	3	Qatar	
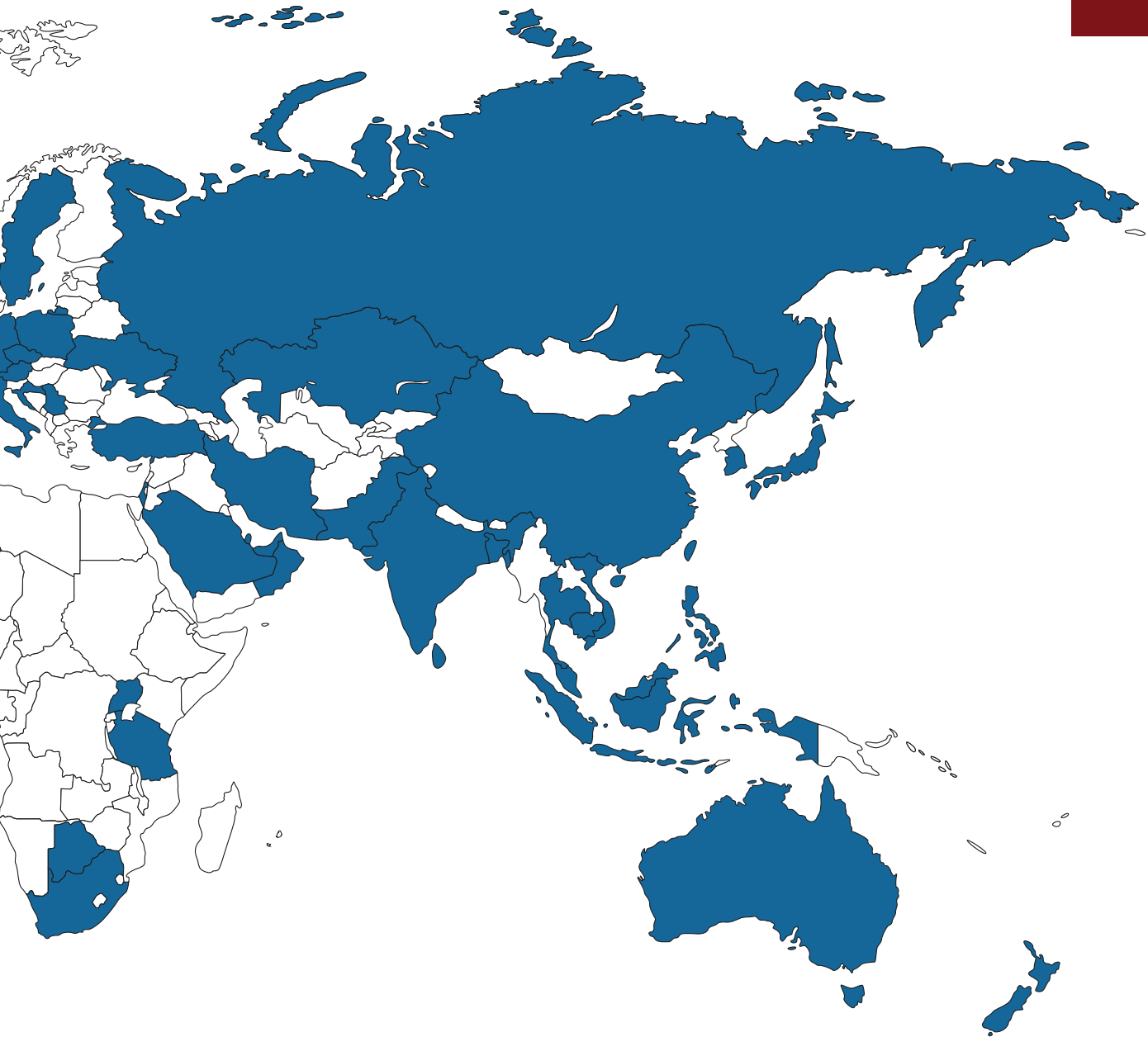
3	Serbia	2	Morocco	1	**Total Attendees**	**747**
2	Sri Lanka	2	Russia	1	**Total Onsite Presenters**	**448**
2	Sweden	2	Saint Kitts and Nevis	1	**Total Online Presenters**	**183**
2	Algeria	1	Tanzania	1	**Total Audience**	**116**
2	Argentina	1	Uganda	1	**Total Countries**	**63**
2	Belgium	1	Ukraine	1		
2	Belize	1	Uruguay	1		
2	Cambodia	1				
2	Croatia	1				
2	Greece	1				
2	Kazakhstan	1				

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

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7F

| EV | EV | EV | 702 | 703 | 704 | 705 | EV | EV | EV |

| 701 | | 706 |

| 709 | 708 | 707 |

6F

| EV | EV | EV | 602 | 603 | 604 | 605 | EV | EV | EV |

| 601 | | 606 |

| 609 | 608 | 607 |

5F

| EV | EV | EV | | EV | EV | EV |

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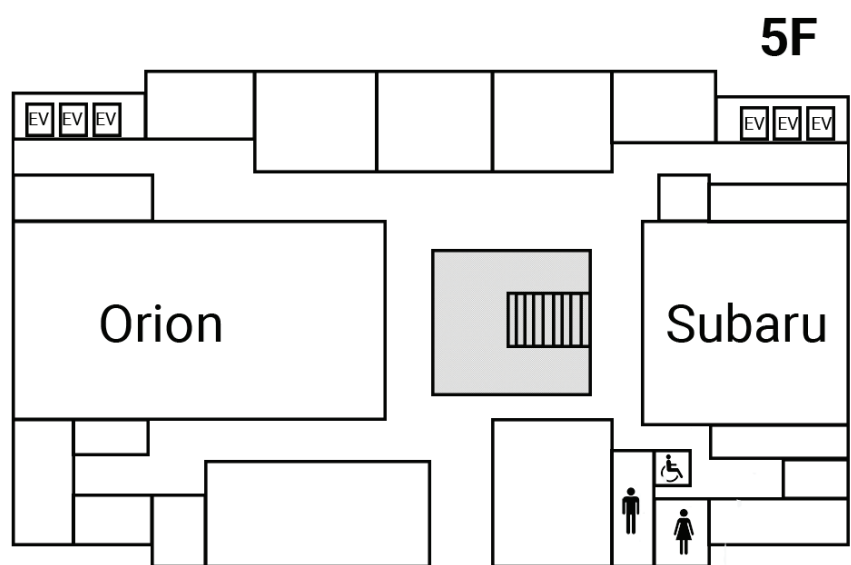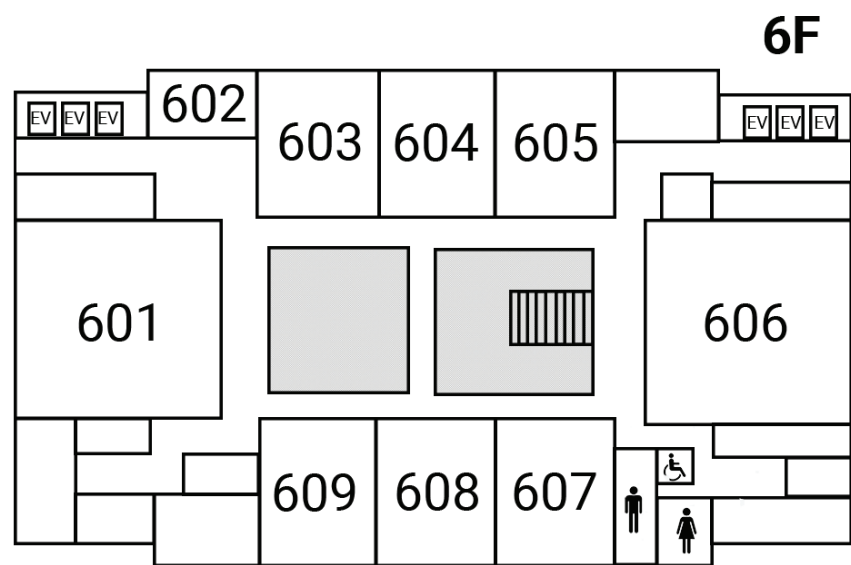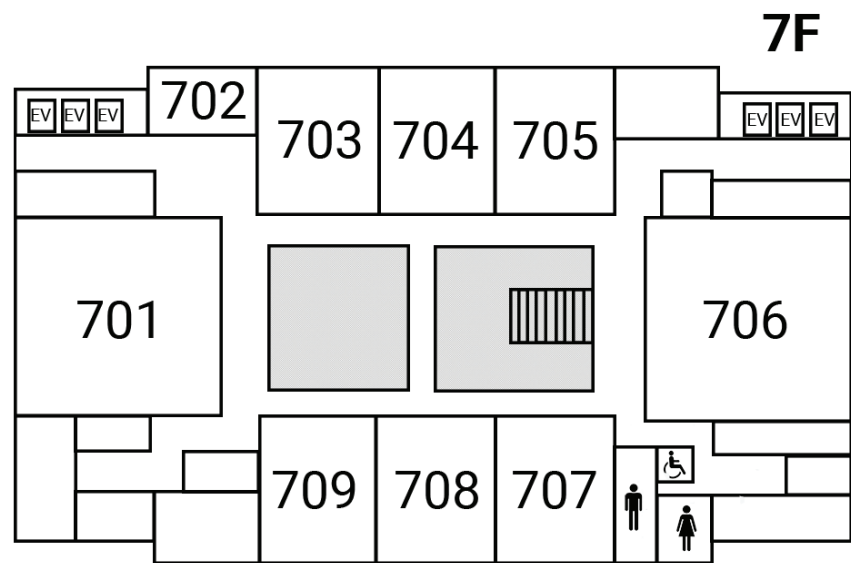
March 25 | All times are Japan Standard Time (UTC+9)
Monday at a Glance

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.

Schedule

Survey

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.

Catch Up

Virtuals

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

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IAFOR London Conference Series

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

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

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IAFOR Journals

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

How are papers submitted?

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

How does IAFOR ensure academic integrity?

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

Where are the journals indexed?

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

What's the reach?

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

What's the cost?

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

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

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

Current IAFOR Journal titles include

IAFOR Journal of Arts & Humanities
IAFOR Journal of Cultural Studies (Scopus indexed)
IAFOR Journal of Education (Scopus indexed)
IAFOR Journal of Literature & Librarianship (Scopus indexed)
IAFOR Journal of Psychology & the Behavioral Sciences

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Academic Grant & Scholarship Recipients

IAFOR's grants and scholarships programme provides financial support to PhD students and early career academics, with the aim of helping them pursue research excellence and achieve their academic goals through interdisciplinary study and interaction. Our warmest congratulations go to the following scholarship recipients who have been selected to receive grants and scholarships to present their research at the conference.

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 Wenghang Zuo is a PhD candidate at Sichuan University, China.

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Keynote & Featured Presentations

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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

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.

Kevin Kester

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/

Keynote Presentation: Keith Miller

Dealing with the New as We get Old: AI, Aging, and Ethical Issues

Monday, March 25 | 13:45-14:30 | Orion Hall (5F) and Online

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.

Keynote Presentation: Adela Balderas Cejudo

On People and Ageing: Opportunities in an Overlooked and Misunderstood Market Segment

Tuesday, March 26 | 10:00-10:45 | Orion Hall (5F) and Online

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.

Adela Balderas Cejudo

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.

Keynote Presentation: Robert E. Claar

Japan as a Role Model for Ultra-Aging Societies: Innovation and Sustainability in Universal Access Healthcare

Tuesday, March 26 | 10:45-11:15 | Orion Hall (5F) and Online

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.

Getting Old, Staying Young? Studying Older Adults' Well-Being

Tuesday, March 26 | 11:15-11:45 | Orion Hall (5F) and Online

The global population is ageing rapidly, with many countries seeing a marked increase in the percentage of the population reaching over age 60. This important demographic change and trend has implications that deserve much-needed attention from researchers and stakeholders alike. Firstly, 'old' is no longer so old and the ageing process and experience are no longer all negative. This means we need to 'update' our perceptions and research focus to take account of older adults' lifestyles today and investigate what it means for them to age well and positively. Secondly, we also need to be receptive to their personal stories and lived experiences, which can count towards measurements and interventions associated with positive ageing. In this session, a research programme exploring the psychological well-being of older adults and what it means to age positively will be presented, along with some considerations for how both ageing and positive ageing may be culturally constructed. As it centres around the conceptualisation of positive ageing, the aim of this talk is to shift research focus onto the social and psychological aspects of ageing (well) rather than the more traditional biomedical models of ageing.
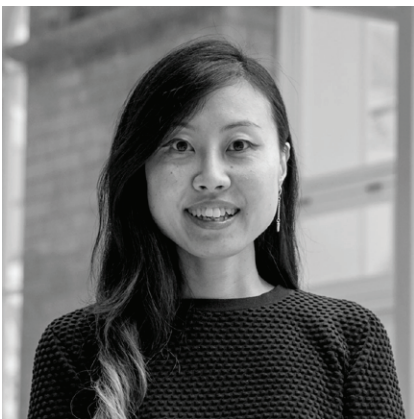
Miriam Sang-Ah Park

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.

Transforming Mental Healthcare While Harnessing Artificial Intelligence

Tuesday, March 26 | 13:00-13:30 | Orion Hall (5F) and Online

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).

Critical Review on Changing Characteristics of Japan's Development Assistance and Some Responses of Civil Society

Tuesday, March 26 | 13:30-14:00 | Orion Hall (5F) and Online

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 benefiting 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.

Panel Series: Communication and Education for Peace

Tuesday, March 26 | 14:00-15:00 | Orion Hall (5F) and Online

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 and its Discontents Variation in Evaluating Adult Children as "Filial" by Older Parents in Rural China

Friday, March 29, 2024 | 08:00-08:45 | Online via Zoom

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.
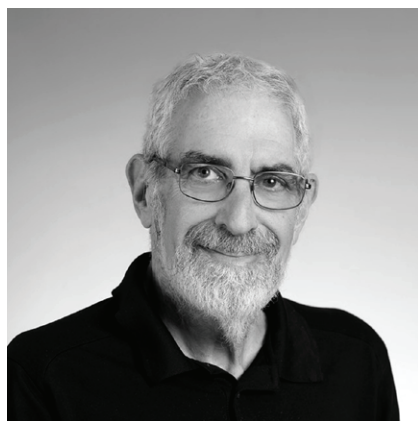
Merril Silverstein

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

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

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

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/analyticity, 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.

Monday Poster Session 1

79191 | *Applying Machine Learning and Artificial Intelligence in Engineering Education*
Wen-Jye Shyr, National Changhua University of Education, Taiwan
Chun-Yuan Chang, National Changhua University of Education, Taiwan
Chia-Hsun Kuo, National Changhua University of Education, Taiwan

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

76215 | *Designing a Digital Game-Based Mobile Application for EFL Learners to Enhance Linguistic and Cultural Competence*
Yuanshan Chen, National Chin-Yi University of Technology, Taiwan
Kuo-Yu Liu, Providence University, Taiwan
Li-Jung Daphne Huang, Providence University, Taiwan
Ming-Fang Lin, Shih Chien University, Taiwan
Ping Xiang Cheah, Providence University, Taiwan

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.

77805 | *Digital Global Information Teaching System in Education*
Wei-Kai Liou, National Taiwan University of Science and Technology, Taiwan
Pao-Ju Chen, Asia Eastern University of Science and Technology, Taiwan

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.

78325 | *The Development and Evaluation of a Color-Tactile Conversion App for Education of Visually Impaired*
Shuo Ting Wei, China University of Technology, Taiwan

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.

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

76704 | *Virtuality, COVID-19 and Students with Special Educational Needs: Challenges for Panamanian Education Policy*
Fredy Tunon Carbo, Universitat de Valencia, Spain
Maria Jesus Martinez Usarralde, Universitat de Valencia, Spain

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 applies 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-charged of overseeing the Rights for Education and Welfare-Development of Students with Special Needs, as well as, to offer innovative quality servicies 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.

77086 | *Examining the School-Level Education for Persons with Disabilities in Afghanistan: A Comparative Analysis of Special Schools and Inclusive Education*
Mohammad Idrees Naeemy, University of Tsukuba, Japan
Hiroki Yoneda, University of Tsukuba, Japan

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 unlinked 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.

78591 | *View of Early Grade Teachers on Gifted Education in Ashanti Region of Ghana*
Kwaku Sarpongsei Boateng, AAMUSTED, Ghana

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.

78819 | *Phonological Awareness (PA) and Rapid Automatized Naming (RAN) Contribute Differently to Different Aspects of Literacy Skills*
Hsin Jen Hsu, National Tsing Hua University, Taiwan

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 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 batter 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/TESL/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.

Monday Poster Session 1

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 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 of this study have implications for the education of children aged 1–5 years and their early development of empathy and awareness about people with disabilities.

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 Univeristy 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.

Monday Poster Session 1

Knowledge Creation, Preservation & Access

77803 | *To Explore the Learning Experience and Effectiveness of Nursing Students' Application of Virtual Reality in Maternity Nursing Courses*
Pao-Ju Chen, Asia Eastern University of Science and Technology, Taiwan
Wei-Kai Liou, National Taiwan University of Science and Technology, Taiwan

The teaching subjects were 84 students from the second-level nursing department of the University of Science and Technology, and data were collected through pre- and post-tests. Construct an immersive virtual reality obstetric care learning system and apply it to the postpartum care unit. The evaluation tools are structured scales, nursing skill tests, and reflective feedback. The application of innovative technology to assist independent learning changes can indeed stimulate learning interest and self-confidence ($p<.001$) and improve nursing skills ($p<.05$), empathy ($p<.05$), and learning satisfaction ($p<.001$) performance. The development of innovative virtual reality teaching materials will help provide students with immersive opportunities to operate realistic skills across time and space constraints when physical classes are suspended in response to emerging infectious diseases in the future, which will contribute to the continuity of learning.

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.

Monday Poster Session 1

76562 | *Exploring Bilingual Co-teaching in Elementary School*
France Dube, University of Quebec at Montreal, Canada

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, Paviel, 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.

78627 | *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

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 followings 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.

79026 | *A 3-Pronged Study on Self-Directed Learning — Problems, Alliance, and Learner Portrait*
Jeng-Yi Tzeng, National TsingHua University, Taiwan
Cheng Te Chen, National Tsing-Hua University, Taiwan

In 2019, Taiwan launched a new curriculum that mandates high school students to participate in a Self-Directed Learning (SDL) course for a minimum of 18 hours prior to graduation. However, integrating SDL into the rigid curriculum structure of high schools may cause many problems. We carried out a three-pronged study to get to the bottom of these problems. First, we held comprehensive interviews with 25 students and six educators to explore the nature of the issues. The findings revealed that most of the problems stem from conflicts in 8 dialectic duals, including Self-development vs. Professional prospects, Blooming diversity versus the Matthew effect, etc. Secondly, to address the ineffectiveness of teachers' guidance due to the mismatch between their areas of expertise and the students' areas of interest, we developed a program and trained 15 preservice teachers from various academic backgrounds to assist teachers in four SDL classes to guide students in conducting SDL. Interviews and questionnaires revealed that such a university-high school alliance enhances the effectiveness and satisfaction of students' SDL. Thirdly, we classified SDL learners into four types based on their SDL abilities (high/low) and identity commitment (high/low): Go-getters, Procrastinators, Experimenters, and Idlers. A questionnaire has been developed and distributed to students. Once the data is collected, confirmatory factor analysis and cluster analyses will be performed to validate these four types. Follow-up interviews will be conducted with each type of SDL learner to paint a detailed portrait of them and identify the most effective facilitation strategies for each type.

79095 | *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.

Monday Poster Session 1

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
Nadezhda 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 strengthe 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. Purposive 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.

Monday Poster Session 1

79069 | *Empowering Literacy: Shared Book Reading Initiative for Emirati Fathers and Children in Abu Dhabi Homes*
Sumaya Saqr, Emirates College for Advanced Education, United Arab Emirates
Kay Gallagher, Emirates College for Advanced Education, United Arab Emirates
Anna Dillon, Emirates College for Advanced Education, United Arab Emirates
Claudine Habak, Emirates College for Advanced Education, United Arab Emirates
Yahia Alramamneh, Emirates College for Advanced Education, United Arab Emirates

This paper explores the outcomes of a research and development project addressing early literacy development among Emirati children in the UAE, focusing on fostering positive early literacy attitudes and experiences. The initiative targets the critical age of 4-5 years, aligning with Kindergarten onset in the Emirates. Recognizing the link between academic achievements, lifelong learning and literacy, the project is situated within the broader context of early literacy development, emphasizing positive attitudes and experiences. Emphasizing home-based shared father-child reading for 4-5-year-olds, the initiative seeks to instill a love for learning. Participating fathers receive carefully selected high-quality books in English, Modern Standard Arabic, and bilingual formats, fostering shared reading experiences between fathers and their children at home. Interactive workshops complement this effort by equipping fathers with straightforward yet research-proven techniques for effective parent-child interactive reading. The impact of the shared reading intervention is comprehensively assessed from various perspectives, primarily focusing on its influence on the competence, confidence, and overall well-being of both fathers and children involved in the study. This paper scrutinizes the strategies implemented during these workshops, evaluating the broader implications of the initiative for education. This research informs education and development discussions, highlighting the initiative's role in nurturing a positive reading culture and preserving cultural values in families.

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 or in energy 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.

Monday Poster Session 1

76091 | *A Study on Student Teachers' Teaching Effectiveness, Professional Performance and Career Self-Efficacy in Taiwan*
Pao-Feng Lo, National Dong Hwa University, Taiwan

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.

76360 | *Training for a Trade Incorporating a Reading Comprehension-Based Approach: Implications for Instructors and Learners*
Chantal Ouellet, Université du Québec à Montréal, Canada
Amal Boultif, Université d'Ottawa, Canada
France Dubé, Université du Québec à Montréal, Canada

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.

79289 | *Bilingualism in Distant STEAM Education Applications*
Chou-Sung Yang, National Chi Nan University, Taiwan
Chi-Tung Chen, National Chi Nan University, Taiwan
Kuan-Fu Huang, National Chiayi Senior High School, Taiwan
Chien-Fang Chen, Taichung Municipal Hui-Wen Senior High School, Taiwan
Hui-Hsiang Lin, Taichung Municipal Hui-Wen Senior High School, Taiwan
Hsin-Fang Chang, Shin Min High School, Taiwan

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.

Monday Poster Session 1

Linguistics/Language & Psychology/Behavioral Science

78971 | *Factor Analysis of Exercise Practices Among University Students Using Propensity Score Matching*
Daisuke Horii, Osaka Electro-Communication University, Japan
Hiratoshi Kaneda, Osaka Electro-Communication University, Japan
Yuya Muraki, Osaka Electro-Communication University, Japan

Factors influencing exercise participation include historical sports events, technological innovation, public health events, social and cultural changes, policy and legal changes, and economic factors. Moreover, the influence of close individuals, such as parents, siblings, and friends, plays a crucial role in individual exercise practices. These influences manifest in forms such as role modeling, social support, shared values and attitudes, joint activities and competition, and providing environments and opportunities. In this analysis, surveys were conducted with 219 university students, and Propensity Score Matching (PSM) was used for analysis.
This study is specifically structured as follows:
1.Selection of Covariates: Variables that could potentially influence exercise participation among university students are selected as covariates.
2.Calculation of Propensity Scores: Calculate the probability (propensity score) of each participant being involved in exercise activities.
3.Matching: Participants with the closest propensity scores are paired to balance the treatment group and control group.
This model aims to identify factors influencing exercise participation and to clarify the importance of each factor.
Key findings include the significant impact of friends' involvement in exercise, gender-specific variations in exercise participation, and the notable influence of family engagement, particularly among female students. The study also underscores the critical role of social interactions in forming exercise habits.
These findings align with existing research on the determinants of exercise participation. They underscore the importance of regular physical activity as recommended by international health guidelines and highlight the need to identify motivational factors to combat global inactivity and promote public health.

Psychology and Education

76989 | *Frequency and Effectiveness Assessment of Bullying Counseling Strategies by School Counselors*
Liming Chen, National Sun Yat-Sen University, Taiwan
Hsiu-I Hsueh, National Kaohsiung University of Science and Technology, Taiwan

School counselors' use of counseling strategies for bullying perpetrators and their perceived effectiveness of these strategies have not been thoroughly studied. The purpose of this study is to investigate the frequency of use and perceived effectiveness of various counseling strategies for bullying perpetrators by elementary and middle school counselors. The participants in this study were 140 elementary and middle school counselors. The research tools included a self-constructed questionnaire on the frequency of bullying perpetrator counseling strategies and a questionnaire on the perceived effectiveness of these strategies, each consisting of 25 items. Data analysis was conducted using Rasch analysis. The results of the analysis revealed that the most frequently used counseling strategies for bullying perpetrators by counselors included understanding the reasons behind the attacks, providing teacher consultation and collaboration, offering emotional support to bullies, and guiding bullies to think about how to improve their behavior. The least frequently used strategies included thinking about compensating the victims, ensuring appropriate punishment for bullies, strengthening behavioral monitoring of bullies, and demanding an immediate cessation of bullying behavior. Counselors perceived the most effective counseling strategies for addressing bullying perpetrators to be system collaboration approaches, consultation and collaboration with teachers, building relationships through care and sharing, and teaching bullies to recognize and manage their emotions. In contrast, counselors considered strategies such as demanding an immediate cessation of bullying behavior, thinking about compensating the victims, monitoring the behavior of bullies, and guiding bullies to think about how to improve as ineffective.

78427 | *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.

78743 | *Understanding Connections Among Developmental Domains and Protective Factors in Children During the COVID-19 Pandemic: A Network Analysis*
Birgit Leyendecker, Ruhr University Bochum, Germany
Meryem Demir, Ruhr University Bochum, Germany
Anna Gundlach, Ruhr University Bochum, Germany
Julian Busch, Ruhr University Bochum, Germany

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.

78744 | *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.

78869 | *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.

78979 | *Resilience and Readiness for Change: Assessing the Impact of Organizational Resilience on Change Adaptability in UAE Higher Education Institutions*
Enass Al Quqa, Fujairah University, United Arab Emirates
Jamil Al Alami, Ajman University, United Arab Emirates

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 orgnaizational 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.

79152 | *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.

Mental Health

76381 | *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 activities) (n = 35/group). 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 (ß = 1.54, p = .001). Recall memory improved significantly in the immediate and 1-month follow-up posttests (ß = 0.51, p = .001; ß = 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.

76429 | *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.

76566 | *Genome-Wide Extracellular Vesicle microRNAs-Targeted Genes of Psychological Resilience Associated with Schizophrenia*
Sheng-Hsiang Lin, National Cheng Kung University, Taiwan
Bao-Yu Chen, National Cheng Kung University, Taiwan
Chia-Hsuan Li, National Cheng Kung University, Taiwan
Cheng-Ta Yang, National Cheng Kung University, Taiwan
Yun-Hsuan Chang, National Cheng Kung University, Taiwan
Shulan Hsieh, National Cheng Kung University, Taiwan

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 used 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.

76874 | *Prevalence Rate of Prolonged Grief Disorder (PGD) in Adult Bereavement in East Asia*
Hoang Le, New York University, United States

Death is an inevitable and natural part of life, however, the emotional state of grief and pain after the passing of a family is devastating. While many recover over time, a minority experiences clinical dysfunction following a loss. Prolonged grief disorder (PGD) is a newly added diagnostic criterion in the DSM-5-TR to classify those who display pathological symptoms of grief for a prolonged period. The suggested pooled transcontinental prevalence rate of PGD is 9.8%. Eastern countries are supposed to have a lower prevalence rate compared to Western countries. This review aims to estimate the prevalence rate of PGD in the adult bereaved population of East Asia. A systematic literature search was conducted in PubMed, PsycINFO, and Web of Knowledge. Studies with the adult population in East Asian countries who have lost a family for at least 6 months were included and subjected to meta-analysis. Five eligible studies from China and Japan were identified. Meta-analysis revealed a pooled PGD prevalence of 8.90%(95% CI 0.2 - 17.6). The first systematic review and meta-analysis of the prevalence of PGD within the East Asian population support the hypothesis of a lower prevalence rate in high- and upper-middle-income Asian countries than in Western countries. The finding suggests a cultural difference in the bereaved responses to grief and how East Asian cultural values can serve as protective factors. The few eligible studies only from two countries call for further investigation on PGD within the general bereaved population in East Asia.

78248 | *Mattering, Anti-mattering, and Fear of Not Mattering on Life Satisfaction of International Students in Canada During COVID-19 Pandemic*
Susan Chang Su, Brandon University, Canada
Gordon Flett, York University, Canada

The COVID-19 pandemic has generated unprecedented negative impacts on both physical and mental health challenges due to the high rates of morbidity, mortality, and sustained social isolation. One of the vulnerable population the international students, in particular, have faced a variety of stressors and challenges when studying abroad in Canada under COVID-19. This quantitative study with a cross-sessional design, conducted in the summer 2022, uniquely examined the effects of mattering, anti-mattering, fear of not mattering, loneliness, perceived stress, social support, and loneliness on the life satisfaction of 186 international students (84 women, 98 men) online in Canada during COVID-19 on a set of online surveys. Correlational analyses revealed significantly positive correlations between anti-mattering, fear of not mattering, perceived stress, loneliness, as well as between mattering, social support and life satisfaction. Additionally, social support or perceive stress were found to partially mediate the effect of both mattering, anti-mattering and fears of not mattering on life satisfaction. Results showed that mattering, anti-mattering and fear of not mattering are the predictors of life satisfaction. The results of mediational analyses suggested that individuals who do not feel matter may be especially vulnerable to stress, lack of social support, and might experience the increased loneliness and may promote a decline in life satisfaction. Given the potential destructiveness of feelings of not mattering, in general but especially during a global pandemic, it is essential to develop interventions and programs that are designed to enhance feelings of mattering and reduce anti-mattering experiences and feelings.

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

78328 | *Relationships Between Parenting Stress, Mindfulness Parenting, Adolescents' Stress, and Adolescents' Mindfulness Among Iranian Adolescents*
Mohtaram Rabbani, University of Hong Kong, Hong Kong
Simin Hosseinian, Alzahra University, Iran
Saeid Nosrati, Polytechnic University, Hong Kong

This study investigated the correlation between parenting stress, mindfulness in parenting, adolescents' stress, and mindfulness among Iranian adolescents and their parents. One hundred and three adolescents answered the Demographic questionnaire, Adolescent Stress, and Adolescent Mindful Attention Awareness Scale, while 103 parents answered the Demographic questionnaire, Parenting Stress Index—Short Form-15 (PSI-SF-15), and The Interpersonal Mindfulness in Parenting Scale. Confirmatory factor analysis and structural equation modeling (SEM) were employed to test the hypotheses. The results showed that parenting stress had a significant and accepted impact on both adolescent mindfulness and adolescent stress. However, parenting mindfulness did not exhibit a significant influence on adolescent mindfulness. Nevertheless, parenting mindfulness had a significant and accepted impact on adolescent stress. Based on the results, efforts to improve mindfulness among parents could decrease stress among adolescents.

79182 | *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 Unviersity 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

77089 | *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.

Tuesday Poster Session 2

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

79101 | *Indonesian Nursing Students' Attributions on Their Improvement in English-Speaking Skills*
Santa Maya Pramusita, Pelita Harapan University, Indonesia

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.

Community Development

76991 | *Analyzing Tourism Behavior in Hokkaido: The Harmony of Nature and Tradition*
Soji Lee, Tokai University, Japan

Hokkaido, a large island located at the northernmost tip of Japan, is widely known for its rich nature and unique culture and is a popular tourist destination. This study aims to clarify how Hokkaido's natural environment and traditional culture influence the tourism industry and shape tourist behavior. The study was conducted using a combination of qualitative and quantitative research methods. First, we conducted a survey of young people who are active in tourism to acquire an insight into the needs and expectations of tourists. Further, we collected tourism-related posts on social media platforms and analyzed the reputation and popularity of tourist spots. This enabled us to collect data on tourist behavior and preferences, providing a different perspective on the Hokkaido tourism experience. Results revealed that interest in natural scenery, Ainu cultural experiences, and local food culture influenced tourists' visiting behavior. Moreover, social media information was an influencing factor in tourism related decision-making. Considering these factors, we proposed a sustainable tourism promotion strategy aiming at the prospective development of Hokkaido's tourism industry. Hokkaido's tourism industry revolves around the harmony between nature and tradition, offering various experiences to tourists. Cooperation between local communities and tourism stakeholders is essential to promote sustainable tourism, and the findings of this study will contribute to the development of prospective tourism strategies.

General Psychology

76568 | *Dehumanizing Groups with Less Education Undermines the Democratic Social Contract*
Mario Sainz, Universidad Nacional de Educación a Distancia, Spain

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 participants with information about fictitious targets (experimental study: low-, middle- and high-condition) and asked them to evaluate them: Results confirmed that lesser-educated targets were perceived as less human which in turn seemed to affect the denial of democratic rights to the target (Study 3, N = 470). These findings suggest that education-based dehumanisation might undermine the democratic rights of the lesser-educated groups thus endangering the foundations of democratic systems. The implications are severe as dehumanization is a key process that leads to excluding them, thus, eroding social cohesion.

75150 | *The Effectiveness of Art Therapy on Controlling Negative Behavior of Schizophrenia Patients in Bali Province*
Ida Ayu Kencana Jalatri Samgara Putri, Tarumanagara University, Indonesia
Monty P. Satidarma, Tarumanagara University, Indonesia
Roswiyani Roswiyani, Tarumanagara University, Indonesia

This study aims to investigate the effectiveness of art therapy through weaving activities in controlling the negative behaviors of schizophrenia patients. Individuals with schizophrenia tend to bring up certain negative behaviors that can hurt themselves and others. These negative behaviors are the response to fight and flight (escape), reaction to resistance, and immobility. Therefore, individuals with schizophrenia could use the technique of making plaits as a therapy to prevent negative behavior in the future. This experimental research uses a pretest-posttest control group design. The participants were selected based on a simple random sampling technique with the criteria of hospitalized patients diagnosed with schizophrenia (n= 8). There were two groups: the experimental group (n=4) and the control group (n=4). The participants completed pre, and post-measures of the severity of psychotic symptoms using the Mini-Mental State Examination (MMSE); and the Positive and Negative Syndrome Scale-Excited Component (PANSS-EC) to measure the behavior control. The Mann-Whitney test analysis found a difference in behavioral control scores in the experimental and control groups with p = 0.020. This result shows that art therapy through weaving has proven effective in controlling negative behavior in schizophrenic patients.

76993 | *Psychosocial and Socio-Economic Predictors of Pro-environmental Behaviour: An Ecological Study*
Henry Ng, University of Hong Kong, Hong Kong
Cheuk Him Lee, University of Hong Kong, Hong Kong

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.

77266 | *The Conceptualisation of Infertility by Bapedi Elders of Moletjie Moshate in Limpopo Province, South Africa*
Lethabo Muila, Sefako Makgatho Health Sciences University, South Africa
Lesiba Baloyi, Sefako Makgatho Health Sciences University, South Africa

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 conversional 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.

77773 | *A Time Adaptation Study on Time Production Task and Its Potential Influence on Mental Time Reference and Perceptual Sensitivity*
Wang On Li, Hong Kong Shue Yan University, Hong Kong
Kenneth Sung-lai Yuen, Johannes Gutenberg University Medical Center, Germany
Dorita Hue-fung Chang, The University of Hong Kong, Hong Kong
Calvin Kai-ching Yu, Hong Kong Shue Yan University, Hong Kong

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.

78105 | *The Link Between Social Exclusion and Social Bonding: Sharing Ostracism Promotes Social Bonding Strategies but Does Not Improve Psychological Well-Being*
Peggy Chekroun, University Paris Nanterre, France
Thibault Jaubert, Université Savoie Mont Blanc, France
Jean-Baptiste Légal, University Paris Nanterre, France

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.

78106 | *Impact of Beauty Filters on Social Perception and Purchase Intention*
Jean-Baptiste Légal, University Paris Nanterre, France
Enola Gillet, University Paris Nanterre, France
Eleonore Eyidi Mpome, University Paris Nanterre, France
Carla Capuano, University Paris Nanterre, France
Peggy Chekroun, University Paris Nanterre, France

The popularity of beauty filters (digital features altering facial attributes and appearance in real-time or during photo editing) is escalating with the global rise in social network use and technological advancements. These filters, by modifying physical appearances, have substantial potential to impact social perception and judgment. To investigate, two pre-registered studies examined beauty filters' impact on social judgments (Study 1) and their efficacy in a commercial context (Study 2). In Study 1, participants rated 60 faces (male or female; with or without beauty filters) for perceived likeability, competence, trust and attractiveness. Results revealed that the application of beauty filters increased judgments of likeability, trust and attractiveness, with no significant impact on perceptions of competence. Study 2 explored beauty filters in a commercial context using Instagram posts featuring an Instagrammer (male or female; with or without beauty filter application) and a product corresponding (congruence condition) or not corresponding (no congruence condition) to his or her assumed area of expertise. Perceived trust and expertise, attitude towards the product and purchase intention were measured. Results showed that expertise congruence and beauty filters positively influenced trust and perceptions of expertise, but had no significant effect on product attitude or purchase intention. Interaction effects revealed the positive impact of the filter on social perception when the product was outside the influencer's expertise. The implications for real life and commerce will be discussed on the basis of these results.

78170 | *The Effect of Psychological Needs on Online Conformity*
Carla Capuano, Paris Nanterre Université, France
Peggy Chekroun, Paris Nanterre University, France

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%, X^2 (1) = 4.67, p = .031). A multiple regression model reveals the expected negative effect of NFU on conformity (R ^{2} = .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.

78729 | *Cultivating Compassion: The Impact of Self-Compassion on Kindness in Intimate Relationships*
Haruka Makita, Doshisha University, Japan
Masanori Oikawa, Doshisha University, Japan
Haruka Oikawa, Doshisha University, Japan

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.

78974 | *Resistance to the Anti-Smoking Messages Based on the Stigma Appeal According to the Higher Smoking Stigma of Korean Female Smokers*
Jang-Han Lee, Chung-Ang University, South Korea
Seung-Hyuk Ha, Chung-Ang University, South Korea
Jang-Sun Hwang, Chung-Ang University, South Korea

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.

78992 | *Dignity in End-of-Life Patients: A Qualitative Approach*
Yu-Chi Li, Kaohsiung Medical University, Taiwan

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 Scale is 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.

79151 | *Enhancing Resilience and Work Effort Through Mindfulness-Acceptance-Commitment Group Counseling in Professional Football Players*
Patipol Boonsue, Srinakharinwirot University, Thailand
Sittipong Wattananonsakul, Srinakharinwirot University, Thailand

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 whether the program could effectively enhance 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.

Tuesday Poster Session 2

79153 | *Interpersonal Relationship Formation Between Muslim Migrants in the U.S. and their Hosts: A Comparison with Muslims in Japan*
Sachiko Nakano, Yamaguchi University, Japan
Kira Adams, Yamaguchi University, Japan

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

78528 | *Investigating the Divergent Effects of Unintentional and Strategic Abuse on Leaders Themselves*
Shin-Guang Liang, Yuan Ze University, Taiwan

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.

Tuesday Poster Session 2

Qualitative/Quantitative Research in any other area of Psychology

75638 | *Decisional Conflict is Associated with Treatment Modality and not Disease Knowledge in South African Men with Prostate Cancer*
Hayley Irusen, Stellenbosch University, South Africa
Henriette Burger, Stellenbosch University, South Africa
Pedro Fernandez, Stellenbosch University, South Africa
Andre Van der Merwe, Stellenbosch University, South Africa
Tonya Esterhuizen, Stellenbosch University, South Africa
Soraya Seedat, Stellenbosch University, South Africa

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 (DAHCaP) 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.

76380 | *The Seeds of Grudges: Tracing the Interplay of Hurt and Anger*
Jingyuan Li, York University, Canada
Jewy Ferrer, York University, Canada
Dmytro Rebrov, York University, Canada
Tomoe Nakagaki, York University, Canada
Ward Struthers, York University, Canada

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.

77164 | *Determining the Optimal Work-Rest Cycle for HazMat Response: Effects of HazMat Operations on Cognitive and Physiological Performance*
Jennifer Ang, Home Team Science & Technology Agency, Singapore
Juliana Koh, Home Team Science & Technology Agency, Singapore
Lowell Chong, Home Team Science & Technology Agency, Singapore
Xueyi Yong, Home Team Science & Technology Agency, Singapore
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Nisha V, Singapore Civil Defence Force, Singapore

To detect, handle, and contain hazardous chemicals and toxins, Singapore Civil Defence Force (SCDF) Hazardous Materials (HazMat) 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 HazMat specialists is differently 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 HazMat specialists were recruited and randomly assigned to receive either 15, 30, or 45 minutes of rest between two rounds of HazMat training. Cognitive and physiological measures were administered periodically before and after each HazMat 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.

77217 | *"NEW POST!": The Association between Narcissism, Social Media usage and Self-esteem*
Rhia Mittal, O.P Jindal Global University, India
Angela Ann Joseph, O.P Jindal Global University, India

Background: Social media usage has been extensively studied with respect to anxiety, depression, self-esteem and overall dissatisfaction. Personality traits influence the nature of online engagement and in turn, may influence the course of psychopathology in vulnerable individuals. Therefore, there is a need to study the association of personality traits like narcissism that may be comorbid with psychological distress in relation to social media usage. Identifying maladaptive personality traits in virtual communications may aid in a holistic understanding of psychological distress and dysfunction experienced by the individual.
Aim: The paper aims to investigate the association between social media usage, narcissism and self-esteem in young adults from Urban India. Methods: A cross-sectional survey was administered to 111 participants between the ages of 18 – 25 years. The survey consisted of questions from the hypersensitive narcissism scale, Rosenberg self-esteem scale and social media usage questionnaire to asses for narcissism, self-esteem and social media usage respectively.
Results: Social media usage was positively correlated to narcissism (r = 0.52, p = 0.00) and negatively correlated to self-esteem (r = -0.265, p = 0.005). Conclusion: Low self-esteem and high narcissism were associated with increased social media usage indicating that vulnerable narcissists may be more prone to higher social media usage. The findings from this study aid in a preliminary understanding of how narcissism manifests in virtual context and self-esteem.

78679 | *Development of an E-Health Self-Management Program to Change Kinesiophobia in Menopausal Women with Osteoporosis: Design of a Randomized Controlled Trial*
Jung-Hua Shao, Chang Gung University, Taiwan
SuHui Chen, Chang Gung University of Science and Technology, Taiwan

Osteoporosis (OP) has become one of the most common chronic bone diseases that are related to various factors including menopause and aging. As a result, OP and menopausal bone loss pose a huge social and economic burden worldwide. Moreover, studies showed that OP menopausal women have higher levels of kinesiophobia and lower self-efficacy of activity, which even affects their quality of life. The e-health self-management is a behavior modification strategy that is proven effective in the management of diseases. Thus, it is necessary to develop and evaluate an e-Health Osteoporosis Self-Management (eOSM) program based on changes on the kinesiophobia and self-efficacy model and facilitate behavior change in menopausal women with OP. This research will be conducted in three steps. In the first step, a qualitative study with online focus-group approach will be conducted to explore kinesiophobia in OP menopausal women. In the second step, after the factors of kinesiophobia are identified, the eOSM program that focuses on changes in factors of kinesiophobia and self-efficacy model will be developed. In the third step, an experimental design will be applied to allocate patients to either a supervised 4-week eOSM intervention with usual practice or usual practice only by randomized controlled trial. The outcome measures of this study will be conducted at baseline and at 1, 6, and 12 months. The findings of this study would generate an effective eOSM program for health professional to facilitate menopausal women with OP the development of self-care capability and improvement of health-related outcomes.

78728 | *Development and Application of a Rheumatoid Arthritis Self-Management Behavior Scale: Scale Development, Reliability and Validity Testing, and Research Application*
Su-Hui Chen, Chang Gung University of Science and Technology, Taiwan

The impacts of rheumatoid arthritis (RA) are multifaceted, and patients with RA must live with this disease for more than 40 years. Self-management plays an important role for patients living with RA, however, there are limited instruments available for measuring self-management behavior in Taiwan. The present study will develop an RA self-management behavior scale. Three phases will be conducted over a 2-year period. The details are outlined in the following sections. Phase-1: Develop a self-management behavior scale. First, we will conduct a systematic literature review to synthesize the important findings regarding RA self-management behavior. Next, qualitative interviews will be conducted with patients and healthcare experts to determine the scale items. Phase-2 (8-month timeline): Test the validity and reliability of the new scale. To test the new scale's content, construct and convergent validity, and as well as internal consistency and test-retest reliability, a total of 100 patients living with RA will be recruited. Phase-3: Application of the new scale. Based on power analysis, we will recruit 135 patients with RA patients to test the new self-management behavior scale. Self-management plays an important role for patients living with RA, however, an instrument to measure their self-management behavior is limited in Taiwan; To fulfil these gaps, the present study will develop an RA self-management behavior scale based on multiple phases.

78826 | *Moderated Mediation Analysis of Intra- and Interpersonal Factors, Emotional Distress, Emotion Regulation Strategies, and NSSI*
Jan Kamille Igmen, De La Salle University, Philippines

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.

Tuesday Poster Session 2

Aging and Gerontology

77556 | *Effects of Dual Task Prioritization Training on Dual Task Walking in Older People: A Single-Blinded Randomized Controlled Trial*
Ray-Yau Wang, National Yang Ming Chiao Tung University, Taiwan
Wei-Chen Chen, National Yang Ming Chiao Tung University, Taiwan
Yea-Ru Yang, National Yang Ming Chiao Tung University, Taiwan

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
Susan C. Hu, 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*
Jack Lam, University of Queensland, Australia
Joan Garcia-Roman, Autonomous University of Barcelona, Spain

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.

78264 | *Prevalence and Risk Factors of Possible Sarcopenia in Patients with Subacute Stroke*
Young-Ah Choi, The Catholic University of Korea, South Korea
Yeo Hyung Kim, The Catholic University of Korea, South Korea

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.

78432 | *Occurrence and Related Factor of Unplanned Extubation (UE) Among Patients in Stroke and Intensive Care Unit*
Auyporn Gringram, Mahidol University, Thailand

Background and objectives: Unplanned Extubation (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.
Conclusions: The incidence of UE in CNMI was similar in the country and abroad. The present time in SICU implements the weaning ventilator protocols. This method would help all patients to readiness and successfully extubate the ventilator. As a result, the rate of UE could be reduced and patients would be safe.

78433 | *Factors Predicting Development of Pressure Injury in Intensive Care and Stroke Unit in Ramadhibodi 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 Ramadhibodi 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.
Conclusion: Vasopressor and inotropic medications were administered to patient groups. The risk of acquiring pressure sores is 3.418 times more than that of individuals who do not have pressure sores, so patients in this category should be closely monitored and look for strategies to reduce risks to reduce pressure ulcers.

78514 | *Cuproptosis-Related Gene FDX1 Identified as a Potential Target for Human Ovarian Aging*
Chia-Jung Li, Kaohsiung Veterans General Hospital, Taiwan
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*
Jonathan Ka-ming Ho, Hong Kong Metropolitan University, Hong Kong
Janet Yuen-ha Wong, Hong Kong Metropolitan University, Hong Kong
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
Calvin Chi-wai Chau, Queen Elizabeth Hospital, Hong Kong
Chi-yip Wong, Queen Elizabeth Hospital, Hong Kong
Johnson Wai-keung Tse, Queen Elizabeth Hospital, Hong Kong

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, so it could be implemented to facilitate timely discharges of patients to rule out a MI diagnosis. 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*
Ausana Koaien, Thaksin University, Thailand
Tum Boonrod, Thaksin University, Thailand
Witchada Simla, Thaksin University, Thailand
Dusanee Suwankhong, Thaksin University, Thailand
Krekpon Dissara, Thaksin University, Thailand
Butsakorn Sangsuwan, Thaksin University, Thailand

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.

Tuesday Poster Session 2

78820 | *VitalNAD Rejuvenates Immune System*
Qijun Qian, Shanghai Cell Therapy Group Corporation, China
Yan Sun, Shanghai Cell Therapy Group Corporation, China
Lijie Rong, Shanghai Cell Therapy Group Corporation, China
Zhicai Lin, Shanghai Cell Therapy Group Corporation, China
Xinhao Wang, Shanghai Cell Therapy Group Corporation, China
Hongwei Yang, Shanghai Cell Therapy Group Corporation, China

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: NCT05984550) were scheduled to take 600 mg NMN (po, qd) for 30 days, and biomarkers broadly used for immune fitness were examined in PBMC at day7 and day30. 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 day7 and day30; 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 mathematic model to calculate the 'immuno-age'. Baseline 'immuno-age' were highly correlated to the biological ages (r = 0.72); 'immuno-age' at day7 was 3% to 19% (1 to 7-years) younger than the biological age. 'Immuno-age' of 80% participants were still lower at day30, comparable to day7. 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.

78835 | *Loss of DUSP6 Accelerates Radiation-Induced Senescence in Colon Cancer Cells Through ERK1/2 Hyperactivation*
Hong Seok Kim, Inha University, South Korea
Tae Jun Park, Ajou University, South Korea
Da Bin Kim, Inha University, South Korea

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.

78863 | *miRNA as Systematic Regulators of Aging*
Viktoria Wagner, Saarland University, Germany
Annika Engel, Saarland University, Germany
Andreas Keller, Saarland University, Germany
Oliver Hahn, Stanford University, United States
Tony Wyss-Coray, Stanford University, United States

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*
Toby C.T. Mak, The Hong Kong Polytechnic University, Hong Kong
Thomson W.L. Wong, The Hong Kong Polytechnic University, Hong Kong
Shamay S.M. Ng, The Hong Kong Polytechnic University, Hong Kong

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 (p0.05). 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*
Elaine Chow, Tung Wah College, Hong Kong

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*
Teepatad Chintapanyakun, Mahidol University, Thailand
Kessara Thikheaw, Mahidol University, Thailand
Siwaphan Yutthasaen, Mahidol University, Thailand
Waranya Phopasert, Mahidol University, Thailand
Suchart Chaiyaroj, Mahidol University, Thailand

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%), atrioventricular 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.

Tuesday Poster Session 2

78940 | *Association Between Depressive Tendencies and Chronic Disease Among Rural Middle Aged and Elderly People in Low-Income Rural Areas of China*
Liuchun Xiang, Tokyo University of Agriculture and Technology, Japan
Haisong Nie, Tokyo University of Agriculture and Technology, Japan

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.

78944 | *The Facilitators and Barriers of Home Blood Pressure Monitoring: Perspectives from Older Thai Patients with Hypertension* |
Thanyaporn Hengpongthorn, King Chulalongkorn Memorial Hospital, Thailand
Keatkiat Praditpornsilpa, King Chulalongkorn Memorial Hospital, Thailand

Given the ongoing prevalence and challenges in managing hypertension among older patients in Thailand, the need for effective disease management is crucial. Home Blood Pressure Monitoring (HBPM), advised by clinical guidelines for accurate diagnosis, enhanced disease control, and improved treatment adherence, encounters limited adoption in the Thai context. This study aims to explore the perspectives of older Thai patients with hypertension regarding the facilitators and barriers to using HBPM to enhance existing policies and promote its wider adoption. Ten participants were selected via purposive and convenience sampling from the Comprehensive Geriatric Clinic at King Chulalongkorn Memorial Hospital in Bangkok, Thailand. Data was gathered through semi-structured interviews. 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.

78949 | *The Prevalence of Lower Urinary Tract Symptoms and its Association with Health Outcomes Among Older Residents in Nursing Homes*
Krit Kobkam, Mahidol University, Thailand
Suparb Aree-Ue, Mahidol University, Thailand
Inthira Roopsawang, Mahidol University, Thailand

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: 1.12-6.07, 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.

78961 | *The GerED-21 Study in Sant'Orsola-Malpighi Hospital in Bologna: Preliminary Report*
Maria Lia Lunardelli, IRCCS Azienda Ospedaliero Universitaria di Bologna, Italy
Anastasia Temchenko, IRCCS Azienda Ospedaliero Universitaria di Bologna, Italy
Vincenza Frisardi, IRCCS Azienda Ospedaliero Universitaria di Bologna, Italy
Alessandro De Marchi, IRCCS Azienda Ospedaliero Universitaria di Bologna, Italy
Chiara Bendini, IRCCS Azienda Ospedaliero Universitaria di Bologna, Italy
Paola Forti, University of Bologna, Italy

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 ys, Triage Risk Screening Tool score≥ 2, able to provide aninformant 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, functionals, 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

78609 | *Actual State of Daily Life Accidents Before and After the Corona Disaster Based on Analysis of Emergency Activity Records of the Osaka City*
Tomoko Shigaki, Osaka University of Economics, Japan

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

78937 | *The Nexus Between Selected Factors and Quality of Life Among Older Persons with Musculoskeletal Conditions During COVID-19 Pandemic: A Path Analysis*
Inthira Roopsawang, Mahidol University, Thailand
Suparb Aree-Ue, Mahidol University, Thailand

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 older 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 employed 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.

Lifespan Health Promotion

77512 | *Chatting with AI Chatbots About Health Issues! Differences in Conversation Topics Among Taiwanese Older Adults of Different Genders*
Ya-Ling Wang, National Taiwan Normal University, Taiwan
Chih-Chi Liu, National Taiwan Normal University, Taiwan

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.

77934 | *Better Alpha-Diversity in the Fecal is Associated with Low Muscle Mass in Adults with Chronic Hemodialysis Treatment*
Pei-Yu Wu, China Medical University, Taiwan
Hyey-Liang Kuo, China Medical University Hospital, Taiwan
Jung-Piao Tsao, China Medical University, Taiwan
Shwu-Huey Yang, Taipei Medical University, Taiwan
FangYu Zhung, China Medical University, Taiwan
Wei-Ren Li, China Medical University, Taiwan

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 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 participants 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.

78332 | *A Systematic Review Protocol: Effects of Melatonin Supplementation on Older Adults' Cognitive Function*
Yuen Ling Leung, Hong Kong Metropolitan University, Hong Kong

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 PsyInfo), 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.

78738 | *Factors Associated with Colorectal Cancer Screening Decision-Making Among Thai Older Persons*
Chalisa Thanapura, Chulalongkorn University, Thailand
Nawasiri Siriprasert, Chulalongkorn University, Thailand
Thacha Pithayapibulpong, Chulalongkorn University, Thailand
Bhorn-Ake Manasvanich, King Chulalongkorn Memorial Hospital, Thailand

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*
Hsiao-Feng Chieh, National Cheng Kung Universtiy, Taiwan
Chien-Ju Lin, National Cheng Kung Universtiy, Taiwan
Chen-Ling Wu, National Cheng Kung University, Taiwan
Henk Herman Nap, Centre of expertise Long-term Care, Netherlands
Fong-Chin Su, National Cheng Kung University, Taiwan

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 serious 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*
Wei-Ren Lee, China Medical University, Taiwan
Huey-Liang Kuo, China Medical University Hospital, Taiwan
Chia-Wen Tsai, China Medical University, Taiwan
Po-Ren Hsueh, China Medical University Hospital, Taiwan
Kai-Ling Yang, China Medical University Hospital, Taiwan
Pei-Yu Wu, China Medical University, Taiwan

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.

Tuesday Poster Session 2

78860 | *Exploring the Association Between Body Fat, Diet Quality, Obesity and Metabolic Syndrome Among Aboriginal People in Taiwan*
Yu-Min Wang, China Medical University, Taiwan
Yi-Chen Huang, China Medical University, Taiwan
Shih-Yi Chang, Won-ri Lee General Hospital, Taiwan
Pei-Yu Wu, China Medical University, Taiwan

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.

79200 | *Association Between Dietary Indices and Risk for Cognitive Impairment: A Study of the Diet and Healthy Aging Cohort in Singapore*
Kaisy Xinhong Ye, National University of Singapore, Singapore
Anderson Yi Yang Khoo, National University of Singapore, Singapore
Kai Xuan Lim, National University of Singapore, Singapore
Lirong Yu, National University of Singapore, Singapore
Lei Feng, National University of Singapore, Singapore

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.

Public Policy

78736 | *The Comparison of Health Insurance System on Survival Time Among Elderly Patients with Stroke in Standard-Level Hospital, Southern Thailand*
Butsakorn Sangsuwan, Thaksin University, Thailand
Tum Boonrod, Thaksin University, Thailand
Witchada Sinla, Thaksin University, Thailand
Chananya Jirapornkul, Khon Kaen University, Thailand
Ausana Koaien, Thaksin University, Thailand
Krekpon Dissara, Thaksin University, Thailand

Mortality rates from stroke in the elderly are likely to increase. Furthermore, the quality and accessibility of healthcare are crucial factors that affect clinical outcomes. This study aimed to compare the effect of health insurance (Government Enterprise Officer (OFC) and Universal Coverage Scheme (UCS)) on survival time among elderly patients with Ischemic stroke (IS) and hemorrhagic stroke (HS) and overall stroke (IS and HS) in Standard-Level Hospital in southern Thailand. A retrospective study was conducted by utilizing hospital database from January 2005 to December 2022. Patients were identified by using ICD-10 (I60-I63), totaling, 4,123 patient records. Data was analyzed by Kaplan−Meier survival analysis and Wilcoxon rank sum test. The results found number and median [25th-75th percentile] age of elderly stroke patients with OFC was 1,593, (38.64%), and median age was 74 [68-81] years, with UCS was 2,530 (61.36%), and median age was 73 [67-79] years. After 204 months (17 years) of follow-up, 76 patients died (1.84%), 65 had IS (1.93%) and 11 had HS (1.46%). Survival probability between the OFC and the UCS found a statistically significant difference between the health insurance systems among ischemic stroke patients (Log-rank test p=0.0085), and overall stroke patients (Log-rank test p=0.0075). A comparison of survival time between the OFC and the UCS for overall stroke patients was significantly different (p<0.001). Therefore, health insurance system is important for survival rates of stroke patients. There is a need to promote the development of the health system under a shared direction and set of standards.

Tuesday Poster Session 2

78740 | *The Effect of Distance on Health Outcomes and Risk Factor of Estimated Glomerular Filtration Rate Among Type 2 Diabetes Patients*
Krekpon Dissara, Thaksin University, Thailand
Tum Boonrod, Thaksin University, Thailand
Witchada Simla, Thaksin University, Thailand
Vallop Ditsuwan, Thaksin University, Thailand
Butsakorn Sangsuwan, Thaksin University, Thailand
Ausana Ko-aien, Thaksin University, Thailand

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.

Notes

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.

Wednesday Onsite Parallel Session 1

Aging and Gerontology

Session Chair: Shally Zhou

09:15-09:40
78883 | *A Study of Creative Aging-Based Elderly Music Participation for Amateur Traditional Music Club: A Hermeneutic Phenomenology Approach*
Cheng-Han Ho, National Cheng Kung University, Taiwan

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 senior adults, 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.

09:40-10:05
76997 | *Silver-Haired Blind Date: An Exploration of the Remarriage Needs of the Elderly in Harbin*
Wanchun Wang, Macau University of Science and Technology, Macau
Zhen Sun, Macau University of Science and Technology, Macau

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.

10:05-10:30
78935 | *Exploring the Service Design Model for Elderly Wellness Tourism in Taiwan from Well-being Perspective*
Su Shin Low, National Cheng Kung University, Taiwan
Chia-Han Yang, Institute of Creative Industries Design, Taiwan

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.

10:30-10:55
78884 | *Systematic Review of Multi-Dimensional Subjective Age Measures Used Across Disciplines and Nations*
Shally Zhou, University of New South Wales; Neuroscience Research Australia, Australia
Brooke Brady, University of New South Wales; Neuroscience Research Australia, Australia
Lidan Zheng, University of New South Wales; Neuroscience Research Australia, Australia
Kaarin J. Anstey, University of New South Wales; Neuroscience Research Australia, Australia

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, types, 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.

Wednesday Onsite Parallel Session 2

Interdisciplinary, Multidisciplinary Research

Session Chair: James W. McNally

11:10-11:35

76813 | *Application of Machine Learning in Measurement of Ageing and Geriatric Diseases: A Systematic Review*
Ayushi Das, International Institute for Population Sciences, India
Preeti Dhillon, International Institute for Population Sciences, India

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 are 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.

11:35-12:00

76897 | *Machine Learning Approaches to Identify Social Determinants of Frailty Among Middle-Aged and Older Adults in the USA, England, and China*
Yan Luo, City University of Hong Kong, Hong Kong
Mengzhuo Guo, Sichuan University, China
Qingpeng Zhang, The University of Hong Kong, Hong Kong

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.

12:00-12:25

77106 | *Evaluating Mental Health Status Among Japanese Elders: A Comparison to Patterns for the United States*
James W. McNally, University of Michigan, United States

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.

13:05-13:55 | Room 603
Wednesday Onsite Parallel Session 3
Resources for Gerontological Research, Training and Education (Workshop)
Session Chair: Kathryn Lavender

13:05-13:55
77116 | Aging Data: NACDA Resources for Gerontological Research, Training and Education
James W. McNally, University of Michigan, United States
Kathryn Lavender, University of Michigan, United States

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.

Wednesday Onsite Parallel Session 4

Aging and Gerontology

Session Chair: Derick Kwizera

14:35-15:00
77070 | *The Relationship Between Different Patterns of Physical Activity and Cognitive Function in Older Adults*
Wenhang Zuo, Sichuan University, China
Jin Peng, Sichuan University, China
Jinhui Wu, Sichuan University, China

Aims: Physical activity (PA) may be an accessible way to protect cognitive function, but which PA patterns take effect is unclear. We sought to explore the association between PA patterns and cognitive function in specific groups. Methods: This cross-sectional study used the data from the 2018 survey of China Health and Retirement Longitudinal Study. Cognitive function was assessed by Mini-Mental State Examination. Multivariable linear models were conducted to examine the associations of self-reported frequency and duration in different PA intensities with cognitive function. Subgroup analyses were performed by age and sex. Results: A total of 5402 respondents aged ≥60 were included. Compared with no PA, 4-7 days/week on moderate PA (MPA) (β=0.31, 95% CI: 0.09, 0.53) and light PA (LPA) (β=0.32, 95% CI: 0.04, 0.60) showed better global cognition, while it reversed on vigorous PA (VPA) (β=-0.51, 95% CI: -0.77, -0.25). With <0.5 hours/each time as reference, 0.5-4 hours/each time on MPA and LPA showed better global cognition, while ≥4 hours/each time on VPA (β=-0.63, 95% CI: -0.94, -0.33) and LPA (β=-0.43, 95% CI: -0.79, -0.07) showed worse global cognition. Similar results were found in most cognitive domains and respondents aged 60-75. Compared with men, trends above were more pronounced among women. Conclusions: Excessive PA is negatively associated with cognitive function. Only with more frequency, appropriate duration and intensity, there is a positive associated with better cognitive performance.

15:00-15:25
77071 | *Smoking Cessation Duration and Cognitive Function Among Middle-Aged and Older Adults in China*
Wenhang Zuo, Sichuan University, China
Jin Peng, Sichuan University, China
Jinhui Wu, Sichuan University, China

Aging and smoking are both significant global concerns, particularly in developing countries. This study aims to explore the potential relationship between smoking cessation duration and cognitive function in middle-aged and older Chinese. The data comes from China Health and Retirement Longitudinal Study (CHARLS) wave 4. Smoking information was collected by standardized questionnaire. MMSE and CERAD word recall test were used to evaluate cognitive function. Using restricted cubic spline (RCS) to explore curvilinear relationship. After discretizing the duration of ex-smokers (quitting ≤2 years, 3-8 years, 9-19 years and ≥20 years), multiple linear regression models were established with current smokers as reference. A total of 5561 respondents (67.7±6.2 years; 54.1% men) were included. RCS showed that respondents who quit smoking for longer performed better global cognitive function. This trend leveled off among respondents who had quit smoking for ≥20 years. There were significant differences in global cognitive function among those who quit smoking for ≥ 9 years (9-19 years, β=0.75, 95%CI 0.32 to 1.18; ≥20 years, β=0.94, 95%CI 0.42 to 1.46). The differences mainly came from men. In immediate memory, all ex-smokers performed better (P<0.05). In delayed memory, only those quit for ≥9 years had significant differences (9-19 years, β=0.33, 95%CI 0.02 to 0.63; ≥20 years, β=0.50, 95%CI 0.12 to 0.87). Compared with current smokers, both never smokers and ex-smokers performed better cognitive function. Respondents who quit smoking for longer had better cognitive performance, especially those who had quit for at least 9 years.

15:25-15:50
77509 | *Effects of Different Training Strategies on Cognitive Function and Neural Efficiency in Older Adults With Mild Cognitive Impairment*
Wei-Han Weng, National Yang Ming Chiao Tung University, Taiwan
Ray-Yau Wang, National Yang Ming Chiao Tung University, Taiwan
Yea-Ru Yang, National Yang Ming Chiao Tung University, Taiwan

Background: The progressive degeneration of neural function results in cognitive decline and reduced functions. Mild cognitive impairment (MCI) is a transitional status between normal elderly and dementia. Previous studies indicated both physical training (PT) and cognitive training (CT) improved cognitive function in people with MCI. However, which one may be more effective is unknown. The purpose of this study was to compare the effects of PT and CT on cognitive function and neural efficiency in people with MCI. Methods: Thirty-three older adults with MCI were randomly assigned to PT (n=11), CT (n=11) or the control group (n=11). Both training groups received 30-min training per session, 3 sessions per week for 8 weeks. Control group receives health education provided by physical therapist. Outcomes included: cognitive function and brain activities measured by Functional near infrared spectroscopy during Frontal assessment battery (FAB). Results: The improvements in executive function after PT (p= 0.017) and CT (p= 0.001) were significantly greater than the control group. Besides, the improvement in general cognitive function after PT was significantly better than in control group (p= 0.007). No significant differences were found between PT and CT group. Significantly decreased brain activities (p= 0.028) and comparable FAB score was noted after PT. In addition, significantly increased FAB score (p= 0.018) with comparable brain activation was found after CT. Conclusions: Our results suggest that both PT and CT are effective training strategies to improve cognition with possible neural efficiency in people with MCI.

15:50-16:15
78933 | *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.b Mitchell and Burton's findings underscore the pivotal role of well-designed environments in facilitating healing, outdoor interaction, and improved cognitive and sensory capabilities for dementia patients. However, little has been explored regarding the specific needs of dementia patients in Uganda, particularly in regions like South-Western Uganda, which has witnessed a surge in dementia cases. 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.

16:30-17:45 | Room 603
Wednesday Onsite Parallel Session 5
Aging and Gerontology
Session Chair: Daniele Magistro

16:30-16:55
76910 | *Social Determinants of Intrinsic Capacity: A Systematic Review of Observational Studies*
Ziting Huang, Chinese University of Hong Kong, Hong Kong
Eric Lai, Chinese University of Hong Kong, Hong Kong
Yan Luo, City University of Hong Kong, Hong Kong
Jean Woo, Chinese University of Hong Kong, Hong Kong

Background: Healthy aging has received growing interest, with intrinsic capacity as a novel concept for assessment. Disparities in healthy aging are significantly shaped by social determinants. However, an overall understanding of how multiple social determinants contribute to intrinsic capacity is still lacking. We aim to summarize observational studies investigating the relationships of social determinants and intrinsic capacity among community-dwelling adults. Methods: A systematic search was conducted through Medline, Embase, PsycInfo, Web of Science, and CINAHL until August 14, 2023. Results: After reviewing 813 articles, we included 21 studies from nine countries in Asia, Europe, and America. Seventeen studies used a cross-sectional design and the others were longitudinal studies. The social determinants related to intrinsic capacity can be classified into five domains, containing socioeconomic status (16, 76.2% of studies), lifestyles (14, 66.7%), psychosocial factors (9, 42.9%), material circumstances (4, 19.0%), and healthcare systems (1, 4.8%). Strong evidence supported that better intrinsic capacity was associated with higher educational level, higher wealth, more physical activities, no smoking, more social engagement, and being married or partnered. The relationships of intrinsic capacity with dietary patterns and alcohol drinking were contradictory across studies. Research on the associations of working status, housing environments, and healthcare accessibility with intrinsic capacity was insufficient to draw conclusions. Conclusion: These findings suggest the critical roles of socioeconomic status, lifestyles, and psychosocial 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.

16:55-17:20
78034 | *Association of Intrinsic Capacity and Medication Non-adherence Among Older Adults with Chronic Diseases in Taiwan*
Chiachi Bonnie Lee, China Medical University, Taiwan
Hung-Yu Chen, National Cheng Kung University, Taiwan
Hui-Chen Su, National Cheng Kung University, Taiwan
Yi-Lin Wu, National Cheng Kung University Hospital, Taiwan
Yi-Ching Yang, National Cheng Kung University, Taiwan
Chung-Yi Li, National Cheng Kung University, Taiwan

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 at risk for medication non-adherence. Intervention for improving medication non-adherence among older adults with chronic diseases should consider IC.

17:20-17:45
78735 | *Decoding Daily Challenges: A Bayesian Structural Equation Model of the Interplay of Psychological Factors, Behaviour, and Perceived Disability in Older Adults*
Daniele Magistro, Nottingham Trent University, United Kingdom
Nicola Camp, Nottingham Trent University, United Kingdom
Roberto Vagnetti, Nottingham Trent University, United Kingdom
Kirsty Hunter, Nottingham Trent University, United Kingdom

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 explaining older adults' perception of their capacity to perform daily activities. Addressing these aspects could enhance ADLs and impact their well-being.

Notes

Wednesday Onsite Parallel Session 1

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
Dusanee Suwankhong, Thaksin University, Thailand

Stroke is 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 (89.92%). 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 progressive energy-enhancing exercises, the physical fitness and cognitive functions 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.

Wednesday Onsite Parallel Session 2
Public Policy

Session Chair: Herbert Chee

11:10-11:35
78608 | *Thai Elderly's Working Need During 2007-2021: Empirical Findings on Aging Health Status and Impact from Thai Elderly Financial Support Policy*
Ratchaphon Amsuk, Prince of Songkla University, Thailand

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.

11:35-12:00
78096 | *Policies and Legal Measures to Create Social Stability for an Aging Society in Thailand*
Bajrawan Nuchprayool, National Institute of Development Administration, Thailand
Chanit Suntapun, National Institute of Development Administration, Thailand

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.

12:00-12:25
77317 | *Resistance to Flexible Retirement Age Policy and Norm Nudging: The Swedish Pensions Agency's Positive Campaigning on Extended Work Life*
Lisbeth Segerlund, Gothenburg University, Sweden

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.

12:25-12:50
78016 | *Harnessing the Silver Tsunami: An Investigation into the Benefits and Challenges of Senior Entrepreneurship in Singapore*
Herbert Chee, Edinburgh Napier University, United Kingdom

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.

13:05-13:55 | Room 604
Wednesday Onsite Parallel Session 3
Best Practices of Instructional Language (Workshop)
Session Chair: Duc Tien Bui

13:05-13:55
77502 | *What Not to Say in an English Lesson: Best Practices of Instructional Language*
Duc Tien Bui, Ho Chi Minh City University of Education, Vietnam
Hoa Phuong Quynh Nguyen, Dong Nai University, Vietnam

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.

Wednesday Onsite Parallel Session 4

Lifespan Health Promotion

Session Chair: Wing Shan Kan

14:35-15:00
78836 | *The Application of Roy's Adaptation Model in Critical Care of Older Adults with Vocal Cord Tumor: A Patient Care Study*
Chung Ming Timothy Wu, Hong Kong Metropolitan University, Hong Kong
Hiu Ying Ngai, Hong Kong Metropolitan University, Hong Kong

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 care 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.

15:00-15:25
78865 | *Enhancing the Capacity of Community Service Staff and Its Effect on Older Adults' Willingness to Age in Place*
Yuen-hang Ng, The Chinese University of Hong Kong, Hong Kong

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 capacitation endeavors in attaining positive outcomes for older individuals.

15:25-15:50
77214 | *Living Alone in Older Age: Improving Institutional Support to Reduce Elderly Dependency on Community in Low Resource Setting*
Victoria Fanggidae, The PRAKARSA, Indonesia
Eka Afrina Djamhari, The PRAKARSA, Indonesia

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 are 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) with different underlying reasons. Some were forced to because they had no child, spouse, neglected by their family or left by their offspring who looked for jobs in distant urban areas—hence less visits and care. Without proper caregiving, most of them must depend on charity of their neighbors or non-family community members to survive. The latter often are not in the best condition to help either in low-resource setting. Our research showed that Indonesia still have a lot of homework to do in light of its rapid population aging, including to ensure that its elderly are taken care of by the state and not relied upon community members which might not have adequate resources to support. We recommend the government to expand supporting infrastructures to build more nursing homes or state-supported community caregiving facilities especially for those at the bottom desiles of the income groups. The expansion can be in terms of improving the quantity or quality of state support.

15:50-16:15
77028 | *Case Management: Improving Integrated Home Care of Older People in Hong Kong*
Wing Shan Kan, Hong Kong Baptist University, Hong Kong
Yu Cheung Wong, Caritas Institute of Higher Education, Hong Kong
WQ Vivian Lou, The University of Hong Kong, Hong Kong

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 important of case management in integrated home care, but 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.

Wednesday Onsite Parallel Session 5

Built Environment

Session Chair: Roberto Vagnetti

16:55-17:20

78934 | *Embracing the Smart Healthcare: A Study on a Community-Based Intervention to Improve eHealth Literacy Among Older Adults in Hong Kong*

Wenshu Li, The University of Hong Kong, Hong Kong
Sophia Siu Chee Chan, The University of Hong Kong, Hong Kong
Kelvin Man Ping Wang, The University of Hong Kong, Hong Kong
Billy Tsz Yin Wong, The University of Hong Kong, Hong Kong

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.

17:20-17:45

78666 | *Tailored Domestic Social Robots and Monitoring Tech for Older Adults, Considering Socioeconomic Factors and Motor Challenges*

Roberto Vagnetti, Nottingham Trent University, United Kingdom
Nicola Camp, Nottingham Trent University, United Kingdom
Matthew Story, Sheffield Hallam University, United Kingdom
Khaoula Ait-Belaid, Loughborough University, United Kingdom
Daniele Magistro, Nottingham Trent University, United Kingdom

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 ($\chi^2(2)= 10.77$, p < .01), Interest ($\chi^2(2)= 11.96$, p < .01), Utility ($\chi^2(2)= 14.48$, p < .01), and Control ($\chi^2(2)= 13.19$, 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.

Notes

09:15-10:55 | Room 605
Wednesday Onsite Parallel Session 1
Psychology and Education
Session Chair: Boby Ho-Hong Ching

09:15-09:40
76926 | *Bridging the Cultural Divide in Securing a Decent Work: A Comprehensive Multi-group Study of the Psychology of Working Theory*
Yiheng Zhou, Purdue University, United States
Amanda Case, Purdue University, United States

This empirical study aims to investigate the cross-cultural validity of the Psychology of Working Theory (PWT; Duffy, Blustein, Diemer, & Autin, 2016) among American university students and Chinese university students, as well as Chinese international students in American universities. Within the PWT model, marginalization and economic constraints are proposed as contextual factors that limit individuals' access to secure decent work. Work volition and career adaptability are hypothesized to mediate the impact of contextual factors on individuals' ability to secure decent work. The theory-driven model with four main predictors of perception of future decent work for university students is examined in three groups of participants. During the presentation, the results will be disseminated in each group as well as discussed across groups. This study aims to fill the gap in examining PWT's applicability across multiple groups and extend its application to the international student population. The study will provide insights into the cultural nuances of influential factors for university students' career development, contributing to culturally sensitive career counseling practices and inclusive psychological interventions. The interdisciplinary lens, including Psychology, Economics and Education also manifests very well in the study.

09:40-10:05
78689 | *A Study of Factors Predicting Dementia of Working Age At-Risk Groups in the East of Thailand*
Kasarin Photingam, Burapha University, Thailand

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.

10:05-10:30
78965 | *The Antecedents and Outcomes of Teachers' Autonomy Satisfaction: A Meta-Analysis*
Ying Winnie Chen, The Education University of Hong Kong, China
Hui Wang, The Education University of Hong Kong, China

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.

10:30-10:55
76893 | *Creative Mindsets Are Malleable: Effects of "Born This Way" Messages and Different Definitions of Creativity*
Boby Ho-Hong Ching, University of Macau, Macau

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, (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.

Wednesday Onsite Parallel Session 2

Psychology and Education

Session Chair: Xavier Noel

11:10-11:35
75281 | *Decoding the Name-Recall Conundrum: A Novel Perspective on Cognitive Processing and Enhancement Strategies*
Tomáš Benka, Independent Scholar, Czech Republic
Leonard Bernau, Independent Scholar, Czech Republic
Filip Paulu, Independent Scholar, Czech Republic
Karel Janecek, Independent Scholar, Czech Republic

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.

11:35-12:00
77163 | *Bilingualism and Effects of Age: Enhanced Cognitive Control in Different Aspects in Younger vs. Older Bilinguals*
Seok Hui Ooi, Singapore University of Social Sciences, Singapore

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.

12:00-12:25
78284 | *The Effect of Semantic Ambiguity on Concreteness Ratings*
Mahdi Almajdoa, Jazan University, Saudi Arabia

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., Löhr, 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 (semD), 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.

12:25-12:50
78866 | *Reinforcement Learning Strategies in Alcohol-Use Disorder: Examining the Effects of Provoked Stress*
Xavier Noel, The Free University of Brussels, Belgium

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.

Wednesday Onsite Parallel Session 3

Bridging the Gap Between Immigrants and Their Families (Panel)

Session Chair: Wen-Ting Michelle Kan

13:05-14:20

77377 | "What Do You Mean You Need Boundary?" Bridging the Gap Between Immigrants and Their Families in the Countries of Origin
Wen-Ting Michelle Kan, Dr. Kan Psychological Services, United States
Jungeun Kim, Dr. Kim Psychology, South Korea
Sheetal Siledar-Lee, Bay Area Community Health, United States
Wan-Chen Weng, Independent Scholar, United States

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 Bronfenbreener'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.

Wednesday Onsite Parallel Session 4

Psychology and Education

Session Chair: Jesus Alfonso Datu

14:35-15:00
78429 | *A Valid and Reliable Instruments to Measure Learning Motivation of University Students in Elementary Teacher Education*
Ardiyan Latif, Yogyakarta State University, Indonesia
Yeni Fitriya, Yogyakarta State University, Indonesia
Hendra Listya Kurniawan, Yogyakarta State University, Indonesia

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.

15:00-15:25
78688 | *Procrastination vs Academic Achievement: A Moderated Mediation Analysis of Self-Efficacy and Anxiety in Students with and Without Specific Learning*
Sofia Mastrokoukou, University of Turin, Italy
Claudio Longobardi, University of Turin, Italy
Andronikos Kaliris, University of Piraeus, Greece

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.

15:25-15:50
78870 | *Exploring the Linguistic Landscape of Teacher-Student Relationships: Children's Descriptions, Sentiment Analysis, and Academic Outcomes in Italian Primary Schools*
Francesca Giovanna Maria Gastaldi, University of Turin, Italy
Michele Settanni, University of Turin, Italy
Sofia Mastrokoukou, University of Turin, Italy
Claudio Longobardi, University of Turin, Italy

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 (CWAI) 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.

15:50-16:15
78157 | *Wisdom-Oriented Character Strengths, ICT Competence Beliefs, and Teaching of Digital Citizenship Among Teachers in Hong Kong and the Philippines*
Jana Patricia Valdez, The Education University of Hong Kong, Hong Kong
Jesus Alfonso Datu, The University of Hong Kong, Hong Kong

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 = 32.74; 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.

16:30-18:10 | Room 605
Wednesday Onsite Parallel Session 5
Mental Health, Psychology & Education
Session Chair: Randolph Chun Ho Chan

16:30-16:55
78708 | *A Study of Cyberbullying Patterns Among Thai Youths*
Pawarin Choti, Burapha University, Thailand
Juthamas Haenjohn, Burapha University, Thailand
Warakorn Subwirapakorn, Burapha University, Thailand

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.

16:55-17:20
78882 | *Adverse Childhood Experiences and Maladaptive Daydreaming: The Moderating Role of Family Functioning*
Catherine Labarda, University of Santo Tomas, Philippines

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.

17:20-17:45
78977 | *Strengthening Secondary School Students' Mental Health Through the Gatekeeper–Peer Power Programme: Preliminary Findings*
Wai Man Yip, Baptist Oi Kwan Social Service, Hong Kong
Ho Yin Tsui, Baptist Oi Kwan Social Service, Hong Kong
Yu Shan Wang, Baptist Oi Kwan Social Service, Hong Kong

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.

17:45-18:10
69394 | *Gender Nonconformity, School Victimization, and Mental Health Among Youth*
Randolph Chun Ho Chan, The Education University of Hong Kong, Hong Kong

Gender nonconformity may serve as a target of prejudice and bullying because it constitutes a threat to established gender norms. The study aimed to examine the school experience of gender-nonconforming youth in China and investigate whether a structured and supportive school climate would protect them from school victimization. The study included a national sample of 3,020 youth in China. They completed a questionnaire on gender expression, school victimization, mental health, and school climate. The results indicated that 38.5% of the gender-nonconforming youth experienced school victimization and 41.1% showed moderate-to-severe depression symptoms. Gender nonconformity was positively related to school victimization, which was related to higher levels of school avoidance and depression symptoms. Among youth who perceived their school climate as supportive, their gender nonconformity was not significantly related to school victimization. The findings highlight that the mental health conditions of gender-nonconforming youth are worthy of attention. Gender-nonconforming youth in China are at greater risk of school victimization, which may significantly impact their school engagement and mental health. Gender-affirming psychological support is urgently needed for this vulnerable population in Chinese educational settings. Fostering a supportive school climate may alleviate the victimization perpetuation arising from intolerance of gender nonconformity in schools.

Notes

09:15-10:55 | Room 607
Wednesday Onsite Parallel Session 1
Mental Health & Professions
Session Chair: Reynold Varela

09:15-09:40
78206 | *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
78982 | *Personality Complexity in Stress Coping: Unpacking Personality Facets and Coping Strategies in a White-Collar Context*
Abbey 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, p≤.001) as well as increased use of Avoidance (β=.176, p≤.001) and Seeking Support (β=.350, p≤.001) as coping strategies. Furthermore, Conscientiousness was associated with greater use of Problem-Focused strategies (β=.336, p≤.001) and Seeking Support strategies (β=.132, p≤.01). In contrast, Extraversion predicted increased utilization of Avoidance (β=.176, p≤.001), Problem-Focused (β=.219, p≤.001), Seeking Support (β=.372, p≤.001), Religion (β=.111, p≤.05) and Humour (β=.252, p≤.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
76162 | *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
77528 | *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.

Wednesday Onsite Parallel Session 2

Mental Health and Industrial Organization

Session Chair: Lara Carminati

11:10-11:35
77863 | *A Mixed Methods Study Exploring Business Leaders' Perspectives on Workplace Mental Health and Related Services in Iloilo City, Philippines*
Mitz Serofia, West Visayas State University Medical Center, Philippines
Japhet Fernandez de Leon, West Visayas State University Medical Center, Philippines

This study aimed to explore the context and perspectives of business leaders on mental health and related services in the workplace from private industries in Iloilo City, Philippines. It utilized a convergent mixed methods design. 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 researcher interpreted to what extent and in what ways the quantitative and qualitative datasets converged or diverged from each other. Results showed a positive perspective in the participants' awareness on and attitude towards mental health in the workplace. Findings were neutral as to mental health being identified as a concern at work in general and during the pandemic. The participants agreed that mental health services were costly and difficult to access. Although they agreed that workplace mental health is a priority, the investment dilemma surrounding mental health resources created conflicting sentiments among firms. Despite the majority (77%) not having implemented any workplace mental health service or program in the past, businesses used internal organizational practices to promote well-being. However, despite their intentional efforts, it is debatable whether their intrinsic motivation for doing so truly aligns with a mental health perspective or driven primarily by productivity concerns. Business leaders viewed employee assistance program as acceptable, appropriate, and feasible, regardless of their business profile. Qualitative findings emphasized the importance of contextual factors, such as organizational priority, leadership style, employee characteristics, and company culture, in implementing workplace mental health interventions.

11:35-12:00
77161 | *Behavioural Differences in Conflict Dynamics Between Mono- and Multi-Cultural Self-Managing Teams: An Exploratory Study*
Lara Carminati, University of Twente, Netherlands
Desirée van Dun, University of Twente, Netherlands

In today's increasingly globalised world, organisations rely more and more on multicultural teams to generate diversified ideas and boost team effectiveness. However, since multicultural teams seem to be prone to experiencing more conflicts than monocultural teams, the outcome of these conflicts often hinges on effective conflict management. Therefore, our paper aims 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.

12:00-12:25
77871 | *The Effects of Candidate-Negotiator's Gender, Power and Assertiveness on Employers' Salary Offer and Social Backlash: An Experimental Vignettes Study*
Noa Nelson, Tel-Aviv Jaffa Academic College, Israel
Julia Reif, Universitat der Bundeswehr Munchen, Germany
Dan Ginat, Tel-Aviv Jaffa Academic College, Israel

Based on gender role theory, gender differences in self-advocating negotiations are attributed to social backlash and discrimination against self-asserting women, while men are expected to self-assert. However, very limited research demonstrated the causal effects of negotiator gender on these measures. To obtain up-to-date evidence, and further understand gender effects by testing potential moderators, we conducted a vignettes-based experiment (N = 552, 275 female) in a 2X2X2 design. Featuring a job candidate for a management position, who initiates a request for high salary, we manipulated candidate's gender, their level of assertiveness (by masculine vs. feminine language in the salary request) and their power (by relevant experience for the position), and tested their effects on employers' intended salary offers and inclination to work with the candidate (reverse measure of social backlash). Among other hypotheses, we expected lower offers and more backlash toward women than men, differences which power would reduce; and expected backlash against assertive women and non-assertive men. Findings were mostly contrary to expectations: there was no discrimination or backlash based on employee gender. Moreover, the feminine, less assertive style, received less backlash across the board, without decreasing salary offers. Power positively affected both measures, but its effects were more intense for male, compared to female, candidates. Our findings contribute new knowledge on the main and interactive effects of the independent variables, and challenge common views on gender and negotiation, among them the belief that an assertive, masculine style leads to higher outcomes.

Wednesday Onsite Parallel Session 3

Psychology, Mental Health, and Social Media

Session Chair: Oulmann Zerhouni

13:05-13:55

77205 | *From Screens to Souls: Parasocial Relationship, Belongingness, and Zest For Life Among Emerging Adulthood K-Pop Fans*
Lisa Angela, Universitas Gadjah Mada, Indonesia

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.

13:30-13:55

77200 | *From Imagination to Buying Things: Exploring the Moderation Role of Fear of Missing Out in Parasocial Relationship and Purchasing Intention*
Muhammad Khatami, Gadjah Mada University, Indonesia
Devie Yundianto, Nahdlatul Ulama University of Indonesia, Indonesia

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.

13:55-14:20

77745 | *Virtual Reality Efficiency as Exposure Therapy for Alcohol Use: A Systematic Literature Review*
Oulmann Zerhouni, University of Rouen Normandy, France
Fanny Nègre, Université Paris Nanterre, France
Maud Lemercier-Dugarin, University of Caen Normandy, France
Chava Kahn-Lewin, Université Paris Nanterre, France
Mohammed Zerdazi El-Hadi, Hôpitaux Universitaires Henri Mondor, France
Lucia Romo, Université Paris Nanterre, France

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.

14:35-16:15 | Room 607
Wednesday Onsite Parallel Session 4
Mental Health

Session Chair: Herni Susanti

14:35-15:00

79337 | *The Relationship between Negative Life Events and Depression: Findings from Indonesia Family Life Survey 2014/2015*
Irmansyah Irmansyah, National Research and Innovation Agency, Indonesia
Ida Ayu Mas Amelia Kusumaningtyas, Universitas Indonesia, Indonesia
Aryana Satrya, Universitas Indonesia, IndonesiaIda
Herni Susanti, Universitas Indonesia, Indonesia
Asri Maharani, University of Manchester, United Kingdom

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.

15:00-15:25

77129 | *A Sequential Explanatory Study on the Mental Health of Filipino Youth Living With Human Immunodeficiency Virus (HIV)*
Benny Soliman, Tarlac Agricultural University, Philippines

Research studies confirm that individuals with chronic illnesses, such as Human Immunodeficiency Virus (HIV), are at risk for developing multiple mental health conditions. In the Philippines, despite the alarming increase in HIV cases among young people, research investigating their mental health remains limited. Hence, this study was conducted to explore the mental health of Filipino youth living with HIV (YLHIV). A mixed-method approach was utilized, particularly the sequential explanatory research design. In the quantitative phase of the study, 50 Filipino YLHIV participated and 10 among them underwent the phenomenological interview format (qualitative phase). The results found that 72% of the participants had mild to severe depression and 44% reported thoughts of suicide. Further, three themes that characterized their mental health emerged from descriptive phenomenology, i.e., (a) disruptive thoughts, (b) depressive mood, and (c) deteriorative behavior. These findings may serve as a basis for government officials and other advocacy groups in developing mental health programs for YLHIV. Comprehensive and accessible mental health services for this population are highly recommended.

15:25-15:50

78181 | *An Exploratory Study: Singaporean Young Women's Lived Experiences of Parental Emotional Invalidation at Home*
Gwendolyn Peh, Singapore University of Social Sciences, Singapore

The purpose of the study was to gain a deeper understanding of Singaporean young working women's lived experiences of Parental Emotional Invalidation (PEI) at home. The first of its kind study explored how the phenomenon presented itself through the thoughts, feelings, and actions of these young women. The research design of the study was guided by the phenomenological approach. Eight participants were selected via maximal variation purposive sampling. Data was collected via three methods: semi-structured interviews, artefact collection, and participant diaries. The Interpretative Phenomenological Approach was used to identify themes that emerged from the data. The findings not only provided rich descriptive data on the phenomenon, but also detailed interpretative insights on how these young women made sense of their lived experiences. Five main themes emerged from the data: "Validating the experience of PEI", "Intergenerational culture dissonance: The generation gap, "Experiencing basic & complex emotions: Sad, mad and scared", "Not feeling respected as an adult" and "Types of PEI coping mechanisms". The study's findings highlight the significance of open emotional communication in parent-adult child relationships, as well as the importance of validating an adult child's emotions during difficult conversations or conflicts. The cultural context of Singapore was also explored extensively and its influence on participants' sense-making of their experience was discussed. Lastly, the study also discussed the implication of its findings for future research, relevance for clinical practice in the domain of counselling, as well as suggestions for policymaking to improve the well-being of co-resident families in Asia.

15:50-16:15

79336 | *Prevalence of Depression and Anxiety and Associated Healthcare Use in Indonesia: A Large Community Survey*
Dwidjo Susilo, Universitas Gadjah Mada, Indonesia
Herni Susanti, Universitas Indonesia, Indonesia
Hasbullah Thabrany, Indonesian Health Economics Association, Indonesia
Ida Ayu Mas Amelia Kusumaningtyas, University of Indonesia, Indonesia
Budi Anna Keliat, Universitas Indonesia, Indonesia
Asri Maharani, University of Manchester, United Kingdom

Indonesia is experiencing a high and growing prevalence of mental health problems. However, information on common mental disorders prevalence and health service utilisation required to inform healthcare management and planning is lacking in Indonesia. This study aims to determine the prevalence of depression and anxiety and examine the patterns of mental health service utilisation and associated factors. We surveyed 19,236 individuals aged 18 years and older in 12 districts in three provinces in Indonesia. Depression was measured using the 10-item version of the Center for Epidemiologic Studies Short Depression Scale (CES-D-10). Anxiety was measured using the 7-item Generalised Anxiety Disorder (GAD-7) scale. We further asked whether they seek help from any healthcare provider if they ever had mental health problems or any of the psychosomatic symptoms. The association of sociodemographic factors with mental health disorders and healthcare-seeking behaviour was determined using logistic regression models. Among the respondents, 849 (4.42%) had depression, 2,339 (12.17%) had anxiety, and 602 (3.13%) had both depression and anxiety. Only 11.3% of them seek healthcare services. Having National Social Security Agency insurance or BPJS (OR=1.43; 95% CIs=1.29-1.59), local government (OR=0.85; 95% CIs=0.68-1.07), and other health insurance (OR=4.59; 95% CIs=3.91-5.41) were related to higher odds of help-seeking in mental healthcare services. Demographic and socioeconomic factors, health status, and lifestyle factors are important considerations for mental health promotion. Service utilisation for individuals with depression and anxiety in Indonesia was low and needs to be enhanced by increasing access to healthcare insurance and strengthening community primary care.

Wednesday Onsite Parallel Session 5

Psychology, Mental & Physical Health

Session Chair: Juthamas Haenjohn

16:30-16:55

76546 | *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
Fatanah 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 Psy-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.

16:55-17:20

76654 | *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.

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

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.

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 composes 3 parts: Part 1: the general information and defining valued, goals and committed actions ways for being healthy adults 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.

Notes

Wednesday Onsite Parallel Session 1
Education & Contemporary Development Issues
Session Chair: Ronald Miller

09:15-09:40
75147 | *The Urgency of Formal Education for Women from the Perspective of Society of Ellak Daya Village, Lenteng, Sumenep*
Muyassaroh, Yogyakarta State University, Indonesia
Edi Istiyono, Yogyakarta State University, Indonesia
James Leonard Mwakapemba, Yogyakarta State University, Indonesia

This research has a problem formulation of how the perspective of the educational environment, namely the community and family on the importance of formal education for women as well as to find out the gender inequality factors that influence the community's perspective on the importance of women's education. The research method used in this study is a mixed method concurrent triangulation approach with survey and interview instruments. The population in this study was 3306 with a sample of 349. Instrument validation using Exploratory Factor Analysis (EFA) with good and feasible results. The results of this study explain that of the 4 aspects of gender injustice that are used as benchmarks, 3 aspects show a shift in thinking toward women. The Marginalization aspect gets the results of 37.5% strongly disagreeing and 55.75% disagreeing. Stereotypes that have existed in society since long ago strongly disagree with 47% and disagree with 34%. The double burden that to this day is still always a conversation 47% strongly disagree, and 36.8% disagree. One form of gender injustice that, according to the results of this study, has not experienced a shift in thinking, namely subordination, is still approved by 47%. Meanwhile, from the factor of the educational environment, the community approves of educated women at 49.8% and strongly approves at 43.6%. While the family environment also supports women to continue their education, 43.6% strongly agree, and 47.7% agree.

09:40-10:05
78037 | *Students Perspective on Educational Service Quality in State Universities and Colleges in Bicol Region, Philippines*
Melinda Parro-Pan, Central Bicol State University of Agriculture, Philippines

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.

10:05-10:30
76468 | *Indonesian Student Graduation Policy: A Social Justice Policy Recommendation for Students Based on Public and Stakeholder Perceptions*
Marzuki Marzuki, Gadjah Mada University, Indonesia
Indri Islamiati, Gadjah Mada 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 unspecific 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.

10:30-10:55
79025 | *Beyond Good Intentions: Exploring Challenges Faced by Educational Efforts in Achieving Impactful Change*
Ronald Miller, Utah Valley University, United States
Annie Roberts, Utah Valley University, United States
Grace Jordan, Utah Valley University, United States
Zach Peterson, 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.

Wednesday Onsite Parallel Session 2

Education & Contemporary Development Issues

Session Chair: Michael Boyce

11:10-11:35
76393 | *Analyzing the Implementation of Anti-corruption Education Curriculum Guidelines in Basic Education Institutions in Thailand*
Supathida Thamsutiwat, Chiang Mai University, Thailand
Suban Pornwiang, Chiang Mai University, Thailand

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.

11:35-12:00
76437 | *No Time for Self: An Investigation of Time Poverty in Different Work Structures*
Navdeep Singh, Punjabi University Patiala, India
Harpreet Kaur, Independent Scholar, India
Sangeeta Nagaich, Punjabi University Patiala, India

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.

12:00-12:25
70402 | *Educating Under War*
Radia Guerza, Batna 2 University, Algeria

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 wherein a questionnaire to 100 Algerian individuals, from different social groups and educational backgrounds, and who lived during the Algerian revolutionary war, has been used to collect data. Results indicate that, indeed, despite wartimes an aware and responsible nation considers education as a precursory tool to fight for liberty, enlightenment, and freedom.

12:25-12:50
76757 | *Youth and Reproductive Health Education in East African Urban Informal Settlements and Rural Communities Through a Grass-Roots, Bottom-Up Knowledge Base*
Michael Boyce, Hamamatsu University School of Medicine, Japan

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.

13:05-13:55 | Room 608
Wednesday Onsite Parallel Session 3
Empowering Educators (Workshop)
Session Chair: Adelina Holmes

13:05-13:55

76486 | *Empowering Educators: Transformative Strategies for Effective Teacher Training Workshops*
Adelina Holmes, Sampoerna Academy, Indonesia

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.

Wednesday Onsite Parallel Session 4

Interdisciplinary, Multidisciplinary & Transdisciplinary Education

Session Chair: Jen-Chia Chang

14:35-15:00
73509 | *Development of a Basketball Chest Pass Skill Test Instrument for Children Aged 11-13 Years*
Syamsul Darmawan, Universitas Negeri Jakarta, Indonesia
Nofi Marlina Siregar, Universitas Negeri Jakarta, Indonesia
Hidayat Humaid, Universitas Negeri Jakarta, Indonesia

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 proto type development test can be used and developed with good effectiveness and efficiency.

15:00-15:25
78661 | *Activity Value Management (AVM) Application on Internal Control and Auditing Learning: Evidence on Design Thinking Teaching Approach*
Yu-Chun Lin, National Changhua University of Education, Taiwan

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.

15:25-15:50
76009 | *An Analysis of Competency's Connotations and Training Needs Assessment for Travel Agent Managers in Taiwan*
Jen-Chia Chang, National Taipei University of Technology, Taiwan
Shan-Pei Chen, National Taipei University of Technology, Taiwan

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.

16:30-18:10 | Room 608
Wednesday Onsite Parallel Session 5
Interdisciplinary, Multidisciplinary & Transdisciplinary Education
Session Chair: Hueiting Tsai

16:30-16:55
78996 | *How Do Students Learn Vocabulary in Art Transmodally? A Comparative Multimodal Analysis of Three Students With Diverse Language Learning Needs*
Nickie Wong, Temple University, Japan

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.

16:55-17:20
76889 | *Using Dramatic Arts and Storytelling in Creating Effective Learning Outcome*
Wankwan Polachan, Mahidol University, Thailand

The outcome of effective teaching and learning is when the learners can apply, analyze, evaluate, or create something new from the knowledge they receive. Failed learning is when the gained knowledge cannot be transformed but remains just information that later is lost from the learners' minds and understanding. For learners, to be engaged many times they must get emotionally involved with the knowledge that they are learning. This research is therefore an attempt to reveal how using dramatic arts and storytelling can be such an effective tool in making learning successful. This is since the learners will be fully captivated through their feelings throughout the learning journey. And with their emotion engaged with the class, all learnt theory and information can be absorbed through their brains easily and they can understand easier and can remember for the longer period. The study is conducted through a live class in a hybrid format to train the financial advisors on wealth transfer. The class is done through switching back and forth between the hard knowledge on rules and information of wealth transfer by the professional financial trainer and the screening of the short thriller film where the investigators in the film also appear as the narrator of the whole class on site in the classroom. The research is done in collaboration with the financial training institutes CMSK and TMB Thana chart bank public company limited of Thailand.

17:20-17:45
78844 | *Enhancing Organisational Performance: Validation of an Employee-Driven Innovation Instrument*
Justina Tan, Singapore University of Social Sciences, Singapore
Joel Sim, Singapore University of Social Sciences, Singapore
Di Weiwei, Nanyang Technological University, Singapore
Nie Youyan, Nanyang Technological University, Singapore

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.

17:45-18:10
75192 | *Antecedents and Outcomes of Organizational Generativity on Digital Platforms-Implications for Firm Managers*
Hueiting Tsai, National Cheng-Kung University, Taiwan

The growing trend of companies using digital platforms for internationalization has raised the important issue of how companies on such platforms develop unique abilities, but few academic studies have focused on this field. This study develops a theoretical framework of the drivers and outcomes of multinational corporations' organizational generativity on digital platforms. This study explores how companies effectively convert and integrate resources for generativity, and further improve firm performance during the process of internationalization. Our empirical results show that companies' big data analytics capability, customer agility, platform openness, and network centrality have significant positive effects on organizational generativity. Furthermore, organizational generativity has a significant positive effect on firm performance. This study ultimately discusses theoretical and practical implications which provides valuable insights for firm managers to shortens their learning curves.

Notes

09:15-10:55 | Room 609
Wednesday Onsite Parallel Session 1
Education & Differences: Counselling, Guidance, and Adjustment in Education
Session Chair: Brian Moore

09:15-09:40
75836 | *Invisible Disability and Its Impact on Students*
Luisa Fernanda Romero-Henríquez, Universidad Nacional Autónoma de México, Mexico

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. Their 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.

09:40-10:05
78366 | *Contextualizing Wellbeing Among Families of Adolescents with Developmental Disabilities*
Sarah Grace Candelario, University of the Philippines, Philippines

This multiple case study determines family perceptions and family initiatives to foster the wellbeing of adolescents with developmental disabilities. Seven families and their adolescents with developmental disabilities residing in Metro Manila were selected. Qualitative data was gathered through interviews and field observations. Analysis of data was performed through a within-case analysis of each family unit wherein a detailed description of each case and themes within the case were generated. This was followed by a cross-case synthesis that involved further thematic analysis by aggregating findings from each family case. The results revealed nine major themes that represent family perceptions on the wellbeing of adolescents with developmental disabilities. These include: being provided 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.

10:05-10:30
77960 | *The Emotional and Behavioral Impact of Having Siblings with Disabilities: A Qualitative Study in Thailand*
Suthawan Harnkajornsuk, Srinakharinwirot University, Thailand
Kobboon Peungpradit, University of Srinakharinwirot, Thailand
Pitchaya Nilrungratana, Srinakharinwirot University, Thailand

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 potential stressors that emphasize the importance of understanding and supporting the unique challenges faced by typically developing siblings who have a sibling with a disability. There were mixed results in the findings of sibling relations and parent attention. The study also reveals the coping strategies and the need for parental support of middle-aged children who have siblings with disabilities. This study urges families, educators, and mental health professionals to be aware of the unique needs of typically developing siblings in families with special needs children in the Thai context.

10:30-10:55
76727 | *Community Expectations of School Teachers Supporting Rural Students' Mental Health*
Brian Moore, Charles Sturt University, Australia

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.

Wednesday Onsite Parallel Session 2

Curriculum Design & Professional Development

Session Chair: Kevin Visconti

11:10-11:35
78040 | *Online Professional Development for Early Childhood Teachers*
Bashir Abu Hamour, Zayed University, United Arab Emirates
Hanan Al Hmouz, Hamdan Bin Mohammed Smart University, United Arab Emirates
Amer Abu-Hamour, Emirates Schools Establishment, United Arab Emirates

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.

11:35-12:00
78461 | *Development and Validation of Moodle-Based Instructional Module in a Professional Education Course*
Myra Luz Homillano, Central Bicol State University of Agriculture, Philippines

One of the most notable advancements in e-learning is the Learning Management System, which has aided the continuity of the teaching-learning process during the pandemic. The study aims to develop and validate an instructional module for the professional education subject of the revised tertiary education curricula. It focuses explicitly on designing an instructional module, establishing its content validity and reliability, and evaluating the developed instructional module. This study employed the mixed-method design. The Moodle-based instructional module was developed for BENLAC, a professional education course for pre-service teachers in the implemented tertiary education curriculum aligned to the K-to-12 curriculum of Basic Education. Experts in content, design/format, technical/technological, and pedagogical aspects validated the instructional module. Two hundred sixty-one pre-service teachers utilized the BENLAC instructional module in a semester during the COVID-19 pandemic. The results showed that the validation of the developed Moodle-based instructional module by experts in content, design/format, technical/technological, and pedagogical aspects was "very good". The analysis of the pre-test and post-test scores revealed that the Moodle-based instructional module was effective in enhancing students' knowledge and skills in BENLAC. It can be concluded from the results that the developed instructional module is valid and effective for use despite the shift in modality during the COVID-19 pandemic.

12:00-12:25
78658 | *The Interface Between Higher Education Institutions' Curriculum and the Labour Market: What Are Universities Doing in Tanzania?*
Lilian Stewart Ngido, University of Dar es Salaam, Tanzania
Ntimi Mtawa, University of Dar es Salaam, Tanzania

There are criticisms that higher education institutions (HEIs) are producing graduates who are under-prepared for the labour market and world of work. At the core of the argument is that HEIs design and develop curricula, which only enable students to grasp theoretical knowledge while limiting capacities for critical understanding, acquisition relevant skills and application in real-life situations. As such, the paper attempts to uncover the interface between HEIs' curriculum and the labour market in Tanzania. This is paper is guided by a combination of the human capital theory by Schults, (1961) and Becker (1964) as well as stakeholder theory by Edward Freeman in the 1980s. The former emphasises education, which enables individual to develop knowledge and skills for enhanced productivity and earnings. The latter focuses on a set of relationships among groups that have a stake in the activities and how they interact to jointly create education value. Within this framing is the argument on how different stakeholders can work together to design and develop a curriculum, which align with the labour market demands. The paper report on the qualitative data collected through interviews and documentary review. From the analysis, four key issues emerged. These are (i) deliberate intentions to reform the curriculum, (ii) devising strategies to link curriculum with the labour market, (iii) putting in place curriculum enablers, (iv) discerning from western model of education. The paper offers theoretical and practical implications for higher education stakeholders with respect to designing and developing context specific and relevant curriculum.

12:25-12:50
76594 | *Globalizing the Strategic Communication Core Curriculum in the School of Professional Studies at Columbia University*
Kevin Visconti, Columbia University in the City of New York, United States

The Strategic Communication Master of Science Degree Program in the School of Professional Studies at Columbia University in the City of New York 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.

Wednesday Onsite Parallel Session 3

Voice Care for Educators and Public Speakers (Workshop)

Session Chair: Alta Boover

13:05-13:55
75637 | Voice Care for Educators and Public Speakers
Alta Boover, Oakland University, United States
Drake Dantzler, Oakland University, United States

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.

Wednesday Onsite Parallel Session 4

Language Development & Literacy

Session Chair: Ahl Balitaon

14:35-15:00
76892 | *Phonetic Analysis of English Segmental Sounds Produced by the EYL Teachers*
Nadya Nur Azizah, Universitas Pendidikan Indonesia, Indonesia
Bachrudin Musthafa, Universitas Pendidikan Indonesia, Indonesia

This study aimed at seeing the EYL Teachers' ability to pronounce English words. This research was conducted in Al Madinah School, Makassar, Indonesia on 8th May 2023- 10th June 2023. The sample of this research consists of 8 EYL teachers.The participants were selected through purposive sampling. This research is expected to be useful in the study of language development, particularly in the field of phonetics. This study was carried out used the descriptive method and two data collection instruments, namely picture description tasks and interviews. The findings of this study showed two things i.e. The first; an in-depth phonetic analysis of the EYL teachers' sounds production in terms of place of articulation, manner of articulation as well as distinctive features for the production of English consonant sounds, and openness of the mouth, tongue elevation, position of tongue elevation, lips' shapes, as well as length of vocalization for the production of English vowel sounds. The second; detailed explanation about contributory factors to the production of segmental sounds quality in terms of unnatural performance and unnatural competence. According to the findings of this study, the most frequent unnatural sounds produced by EYL teachers were in [ð] voiced dental fricative for consonant sound and [æ] Lax Low Front Unrounded for vowel sound. This study discovered causal factors where the unnatural sound occurred potentially due to mother tongue interference and less practice. Both were signs of unnnatural performance.

15:00-15:25
74313 | *Evaluation of the Effectiveness of Written Communication Training of a Public Higher Education Institution Using Kirkpatrick Model*
Jeah May Badeo, University of the Philippines Manila, Philippines
Janelle Gabion, University of the Philippines Manila, Philippines
Arlene Samaniego, University of the Philippines Manila, Philippines
Richard Javier, University of the Philippines Manila, Philippines
Jorel Manalo, University of the Philippines Manila, Philippines
Jonathan Guevarra, University of the Philippines Manila, Philippines

This study aims to evaluate the effectiveness of the 'Effective Written Communication Training' provided among UP Manila administrative employees following Kirkpatrick's training evaluation model. This study specifically examines the reaction of the employees to the training program (Level 1), changes in the level of learning (Level 2), and transfer of training in the workplace or behavioral changes (Level 3). The study used a cross-sectional design and data were collected through survey questionnaires, pretest and posttest. A training evaluation survey was given to participants for Level 1 evaluation, pretest and posttest for Level 2 evaluation, and training effectiveness survey was given to the participants and their immediate supervisor five months after the end of the training for Level 3 evaluation. Level 1 results showed that participants' overall reaction to the training was Excellent in terms of training design, facilitation, resource speaker/facilitator, and overall experience. For Level 2 evaluation, results showed that there was a significant change (t(15)=11.32, ρ<0.05) in participants' learning about written communication, as shown in the difference between the pretest (M=16.56, SD=3.01) and posttest scores (M=20.25, SD=2.49). Results of the Level 3 evaluation showed that written communication competencies had been applied to the workplace. Employees confidently compose written correspondences, construct formal and official letters, and relay queries using a more appropriate choice of words, which participants' supervisors also observed. Overall, the training program was found to be effective in improving participants' written communication skills following Kirkpatrick's training evaluation model.

15:25-15:50
79100 | *A Quasi-Experimental Study on Enhancing Linguistic Competencies in Elementary Education Through Peer Feedback During Post-Pandemic Adaptation*
Samantha May Gabrielle Ugsod-Baja, University of the Philippines, Philippines

This study aims to evaluate the effectiveness of peer feedback in enhancing the linguistic competencies of third-grade students at a private elementary school in Northern Mindanao, Philippines. Amid 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.

15:50-16:15
79039 | *Reading Ability and Academic Achievement*
Ahl Balitaon, De La Salle University Integrated School, Philippines
Leonell Esleta, De La Salle University Integrated School, Philippines
Imelda Onquit, De La Salle University Integrated School, Philippines
Aera Ruth Aguila, De La Salle University Integrated School, Philippines

This study aims to respond to the United Nation's sustainable development goal to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all through the development of reading comprehension. This study investigated the significant relationship between reading ability and academic success in English, Math, and Science. Reading ability is identified using Lexile reading scores as measured by ReadTheory, a free online software. The 149 participants in an online learning setup were tasked to take the pretest in ReadTheory to find their Lexile reading scores. The academic achievement is measured by the participants' first trimester final grades in English, Science, and Math. This quantitative study used Pearson R correlation coefficient to find the relationship between variables. The results show that reading ability has a significant relationship with academic achievement. When students receive a low Lexile reading score, they seem to get lower grades, but when they receive a high Lexile reading score, they seem to get higher grades in their academics English, Math, and Science. Although there may be other factors that can contribute to obtaining higher grades, this study shows that reading ability may be a contributing element.

16:30-18:10 | Room 609
Wednesday Onsite Parallel Session 5
Innovative Technologies in Education
Session Chair: Paweena Kusonyang

16:30-16:55
79032 | *Meta-Analysis on the Effectiveness of Digital Learning Materials on Students' Achievement in Science*
Bingo Aligo, De La Salle University, Philippines
Maricar Prudente, De La Salle University, Philippines

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 (τb = 0.51, p<.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.

16:55-17:20
77911 | *On-The-Go Android-Based Learning Tool for Mathematics Learning in the Challenged Areas*
Jahfet Nabayra, Aklan State University, Philippines

This study explored the mathematics learning experiences of the geographically challenged students during the pandemic and develop an On-The-Go Android-based Learning Tool for mathematics learning in the challenged areas. It employed Educational Design Research (EDR) with phenomenography as a research method in the analysis stage. A semi-structured in-depth interview guide, Experts' Acceptability Instrument, and Students' Satisfaction Survey Instrument were used in this study. This research included six geographically challenged university students in a public state university, forty students for the tryout of the On-The-Go Android-based Learning Tool, and thirteen experts who evaluated the acceptability of the tool. Descriptive statistics namely mean and standard deviation were employed to analyze and interpret quantitative data while phenomenographic data analysis was used to analyze qualitative data. Results show that the experiences of the geographically challenged students in pandemic mathematics education were encapsulated in these four different categories of description: 1) new modality, new mathematics learning experience, 2) mathematics difficulty vis-à-vis teaching styles, 3) struggling, coping, and persisting, 4) a better mathematics experience, what should be. The developed On-The-Go Android-based Learning Tool in Logic for the course Mathematics in the Modern World follows the i-SPARK model (introduce, study, practice, assess, reflect, and key to correction) with a video explainer feature per topic. Experts have rated the tool in general and in all the indicators as "Highly Acceptable." Students were highly satisfied after using the developed On-The-Go Android-based Learning Tool in general and in terms of all the indicators.

17:20-17:45
79030 | *Modeling and Programming for Learning the Notion of Perimeter in Primary Education*
Alejandro Rosas, Instituto Politécnico Nacional, Mexico
Teofilo Garcia Jasso, Instituto Politécnico Nacional, Mexico

In this research, we address the issue of the low academic performance detected in Mexican students at the basic educational level (6-12 years). Although we have detected problems in several areas of study, our interest lies in the difficulties that arise in solving problems with geometric figures. To carry out this research, a conceptual framework was built based on four elements, mathematical modeling as it allows students to make an abstraction of the real environment and translate it into a model, in order to obtain a resolution to a problem. Didactics, used to carry out a sequence through a series of steps to strengthen the concept, the mathematics that is studied in school, specifically geometric figures and the concepts related to their perimeter. And finally, technology, which is the indispensable tool in uniting these elements. The objective of the research was to generate a didactic sequence based on modeling and programming of a mobile application for learning the notion of perimeter in primary education, and whose goal is to promote the strengthening of the student's mathematical thinking. In this presentation we describe the emotions, feelings, actions, concerns, ideas, etc., on the part of the students in a process that is unknown to many because they have interacted with a mobile educational application. We also show elements corresponding to the mobile application generated for children to interactively answer questions related to the perimeter of geometric figures.

17:45-18:10
79048 | *Examining Primary School Students' Experiences with Mobile Augmented Reality in Science Learning: A Focus on Electric Circuits*
Paweena Kusonyang, Khon Kaen University, Thailand
Phattaraporn Pondee, Khon Kaen University, Thailand
Niwat Srisawasdi, Khon Kaen University, Thailand
Pawat Chaipidech, Khon Kaen University, Thailand
Sasivimol Premthaisong, Khon Kaen University, Thailand
Watcharaporn Khaokhajorn, Khon Kaen University, Thailand

Adopting mobile augmented reality (AR) technology has expanded education in various ways. It can integrate into the learning management process and help change the perspective about education, including activities in the laboratory. The nature of electric circuits was abstract. Because these occurrences occur inside the wires, seeing what happens when electrons flow across the circuit is impossible. In addition, this content can relate to daily life; short circuits cannot allow students to do hands-on practice. This research aimed to develop an AR app to visualize series circuits and parallel circuits and evaluate the level of user experience toward augmented reality for science learning. The participants were 28 sixth-grade students in the northeastern region of Thailand. The research methodology was a pre-experimental design involving a single-group posttest-only design. The AR app is designed using misconceptions and provided according to learning standards and indicators of the national curriculum. In addition, AR apps can visualize dynamic results inside the electric wires, such as current flow and electron movement. Before interacting with the AR app, the students got an overview of AR information for 20 minutes. Then, they did a mission through the AR app for 120 minutes. Lastly, they expressed their opinions on their experience with the AR app through the Use Experience Questionnaire (UEQ) for 10 minutes. The findings found that attractiveness, dependability, and novelty dimensions rated at an "excellent" level. In addition, perspicuity and stimulation were above average, demonstrating that our AR app performed well and received favorable responses.

Notes

Wednesday Onsite Parallel Session 1
Teaching Experiences & Languages Education
Session Chair: Alexius Chia

09:15-09:40
78600 | *An Investigation Into the Use of Affordances and Blended Learning in Afrikaans Language Acquisition for Deaf Language Learners*
Marthie de Waal, Cape Peninsula University of Technology, South Africa

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.

09:40-10:05
77536 | *Using Play Pedagogy for Students' English Oral and Reading Ability in Taiwan Primary School's After Program*
Ching-wen Kao, National University of Tainan, Taiwan

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.

10:05-10:30
78305 | *The Relationship Between Second Language Motivational, Self-Efficacy, Learning Styles, and HSK Scores*
Wang Yan, Universiti Kebangsaan Malaysia, Malaysia
Nurwina Anuar, Universiti Kebangsaan Malaysia, Malaysia
Ahmad Zamri Mansor, Universiti Kebangsaan Malaysia, Malaysia

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.

10:30-10:55
74973 | *Challenges Faced by Grade 7 English Language Teachers in Infusing Multimodal Texts – A Qualitative Study*
Alexius Chia, Nanyang Technological University, Singapore

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.

Wednesday Onsite Parallel Session 2

Education, Sustainability & Social Development

Session Chair: Biljana Pesalj

11:10-11:35
76731 | *Exploring the Impact of Digital Literacy on Income: A Sri Lankan Study*
Prabath Perera, University of Kelaniya, Sri Lanka
Selva Selvanathan, Griffith University, Australia
Saroja Selvanathan, Griffith University, Australia
Maneka Jayasinghe, Griffith University, Australia

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.

11:35-12:00
77176 | *Decoding the Digital Work Revolution and Its Influence on Future Workforce*
Veena Jadhav, SP Jain School of Global Management, Singapore
Bhanu Ranjan, SP Jain School of Global Management, Singapore
Nitin Patwa, SP Jain School of Global Management, United Arab Emirates

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.

12:00-12:25
77623 | *Transforming Higher Education to Support Sustainable Development*
Biljana Pesalj, Rotterdam University of Applied Sciences, Netherlands

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.

Wednesday Onsite Parallel Session 3

Teaching Experiences, Pedagogy, Practice & Praxis (Workshop)

Session Chair: Andrea Honal

13:05-13:55

75838 | *Navigating New Horizons: Modern Educational Approaches to Enhance Students' Mental Health, Scientific Working and Soft Skills*
Andrea Honal, DHBW Mannheim, Germany
Volker Rundshagen, University of Stralsund, Germany

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, skillfully 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.

Wednesday Onsite Parallel Session 4

Teaching Experiences, Pedagogy, Practice & Praxis

Session Chair: Jia-Yi Chow

14:35-15:00

78907 | *Teaching Quality and Learning Outcome Inequalities in Low- and Middle-Income Countries: A Three-Level Hierarchical Linear Model Analysis*
Mohamadou Bassirou Jean-Baptiste Sanfo, The University of Shiga Prefecture, Japan

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.

15:00-15:25

78291 | *Narratives of Physics Teachers Using Virtual Simulations: Basis for In-Service Training Workshops*
Lysly Jamillo, University of San Agustin, Philippines
Chive Gabasa, West Visayas State University, Philippines

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.

15:25-15:50

74531 | *A Longitudinal Study of the Efficacy of ITE Aerospace Avionics Students on the Airbus Competence Trainer Software*
Andrew Tan, Institute of Technical Education, Singapore
William Choy, Institute of Technical Education, Singapore
Wing Yong Foo, Institute of Technical Education, Singapore
Kiah Ngian Chia, Institute of Technical Education, Singapore

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.

15:50-16:15

74970 | *Transforming Practices to Encourage Exploration and Adaptation in Physical Education*
Jia-Yi Chow, Nanyang Technological University, Singapore
John Komar, Nanyang Technological University, Singapore
Irfan Ismail, Nanyang Technological University, Singapore
Benjamin Tan, Ministry of Education, Singapore
Huai Kai Loh, Nanyang Technological University, Singapore
Chris Button, University of Otago, New Zealand

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 enhancing 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.

16:30-18:10 | Room 702
Wednesday Onsite Parallel Session 5
Higher Education
Session Chair: Madeleine Mejia

16:30-16:55
79003 | *Ethics of Care for Hybrid University Writing Courses*
Robert J. McClung, Yorkville University, Canada

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 Nodding'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.

16:55-17:20
75153 | *Enhancing Students' Utilization of Written Corrective Feedback Through Teacher-Student Writing Conferences: A Case Study in English Writing Instruction*
Jui-Jung Tsao, Ming Chuan University, Taiwan

Previous studies have confirmed the positive impact of teacher-student writing conferences on students' engagement in the writing process and their writing abilities (Hum, 2021; Nosratinia & Nikpanjeh, 2019; Wong, 1996; Yeh, 2016, 2019). However, due to practical constraints such as time limitations, this instructional activity is not fully utilized in writing classrooms (Alfalagg, 2020). Therefore, to address this research gap, the purpose of this study was to explore several aspects of teacher-student writing conferences. Data collection methods included transcripts of audio recordings of teacher-student writing conferences, students' post-conference journals, and open-ended questionnaires. The participants of this study were sophomore students enrolled in an English writing course for a duration of one school year. Key research findings are as follows: Firstly, in terms of meaning negotiation, students attempted to clearly understand the corrective feedback provided by the teacher-researcher twice as often as the teacher-researcher attempted to clearly understand the students' writing content. Secondly, the most commonly used scaffolding technique in the conferences was prompting (indirect feedback). Thirdly, the majority of participants believed that teacher-student writing conferences had a positive impact on their writing abilities. Fourthly, most students preferred direct feedback from the teacher-research as it directly pointed out their errors and saved them time in revision. However, some students still preferred indirect feedback, as they believed it encouraged them to think and self-correct. Based on the research findings, this study proposes effective teaching recommendations for English writing instruction aimed at optimizing teaching strategies and enhancing students' writing abilities.

17:20-17:45
75124 | *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. Students utilized the system in class and participated in a questionnaire survey, the responses to which were analyzed through text mining.

17:45-18:10
76904 | *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.

Notes

Wednesday Onsite Parallel Session 1

Learning Experiences, Student Learning & Learner Diversity

Session Chair: Kari Krell

09:15-09:40
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.

09:40-10:05
79115 | *Contextual Knowledge: Young Social Innovator Through Interdisciplinary Community-Based Learning*
Chainarong Jarupongputtana, Chiang Mai University, Thailand
Pirapong Wongsaensee, Chiang Mai University, Thailand
Pintusorn Onpium, Chiang Mai University, Thailand
Michael John Harris, Chiang Mai University, Thailand

This research creates interdisciplinary collaboration among undergraduate students between two faculties, consisting of the Faculty of Education and the International College of Digital Innovation, Chiang Mai University. Through the Application of Learning Media in Social Studies course and The Startup in Smart Tourism course, which mentors high school students in the process of learning young social innovators through interdisciplinary community-based learning. Research objectives to study the spatial context related to learning resources and social innovation, schools and communities in order to lead to the design of the learning process for young social innovators through interdisciplinary community-based learning. The target group is 100 secondary school leaders from 10 schools. This research is qualitative research. Research tools are divided into tools used to conduct research. Including decoding and synthesis that the paradigm of interpreting spatial identity and contextual knowledge through the concepts: 1.Technology Pedagogical and Content Knowledge: TPACK Model) 2.Kolb's Learning Styles and Experiential Learning Cycle 3. Service Learning & Community- based Learning .Tools used to collect data include (1) Document analysis (2) Participatory observation (3) In-depth interviews (4) Case study and Lesson Learned :Community-based learning projects and (5) Reflection. The research results found that Interdisciplinary learning between learning design through Academic Content, Pedagogy and Contextual knowledge can lead students to create innovations for society. Experiential learning through contextual knowledge that is consistent with spatial identity encourage learners' learning retention and creating core concepts and connect the academic content into practice and create for social change through social innovation.

10:05-10:30
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 attested 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
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, annihilation, 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.

Wednesday Onsite Parallel Session 2

Learning Experiences, Student Learning & Learner Diversity

Session Chair: Peter Tan

11:10-11:35
79067 | *Assessment of Crisis Management in Higher Education Institutions Towards Academic Quality and Impacts on Students*
Calvin Nathanael Utomo, University of Nottingham Malaysia, Malaysia
Kian Wah Liew, University of Nottingham Malaysia, Malaysia
Boon Hoe Goh, University of Nottingham Malaysia, Malaysia
Kalaimagal Ramakrishnan, University of Nottingham Malaysia, Malaysia
Kok Cheong Wong, University of Nottingham Malaysia, Malaysia
Choon Wah Yuen, University Malaya, Malaysia

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.

11:35-12:00
76762 | *College as Embassy and Students as Ambassadors: A Case Study of Internationalization at Yale-NUS College*
Engie Wong, Yale-NUS College, Singapore

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-methods content 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.

12:00-12:25
77565 | *Induction Programs: A Key Component in Overcoming Transitional Challenges Faced by ECP Students*
Muhandji Mbodila, Walter Sisulu University, South Africa
Marie-Josette Richard-Seme, Independent Scholar, France
Mbuyi Musadi, Independent Scholar, South Africa

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 staff members. There are many things that a new 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 academic advice and many other matters. The Induction programs play a key role in making the transition into a new environment easier for students. In a longer-term sense, induction programs also lay the foundation for new students to succeed in their academic journey at the university and have an interest in learning that leads to a good learning experience. This article has sought to provide insight into the importance of induction programs for new first-entering students (FTENs) in extended curriculum programme (ECP) in one rural university in South Africa. A sample group of new ECP students registered for the year 2023 in a diploma program (ICT), were selected as participants in this study. The aim was to investigate whether these students were starting out their academic journey or simply starting at a new University. The findings of this study show that the induction programs have a positive impact on student's academic journey and their interest in learning at the university.

12:25-12:50
77890 | *Integrating Data Analytics and the Multi-Tiered System of Support (MTSS) Framework for Enhanced Student Success: Case Studies and Insights*
William Choy, Institute of Technical Education, Singapore
Peter Tan, Institute of Technical Education, Singapore
Mei Chien Lui-Wong, Institute of Technical Education, Singapore
Benji Tze Kan Loh, Institute of Technical Education, Singapore

In today's dynamic educational landscape, leveraging data and analytics has become imperative to drive evidence-based decision-making and enhance student learning outcomes. This conference presentation details our team's research by integrating Data Analytics and the Multi-Tiered System of Support (MTSS) Framework. We explore the synergies and insights that emerge when these two components are combined. Data Analytics allows us to process large datasets efficiently and extract meaningful patterns. We analysed the dashboards of the institute's Learning Management System (i.e., MyConnexion 3.0) to track student progress through formative assessments and identify the 'at-risk' students for early intervention. The Multi-Tiered System of Support (MTSS) Framework, provided a structured approach to ensure that interventions are tailored to individual student needs and are aligned with our findings from the analysis. The MTSS model allows us to implement targeted interventions that span multiple tiers of support, ranging from whole-class strategies to intensive, one-on-one support for the students. The study involved a class of 34 students who were enrolled in the Higher Nitec in Security System Integration course at the School of Electronics and Info-Comm Technology, College West of the Institute of Technical Education in Singapore. These students were attending lessons for the System Administration module. The research period was between February and June 2023. We will share specific case studies demonstrating the positive impact of this integrated approach on student achievement and overall well-being.

Wednesday Onsite Parallel Session 3

Challenging & Preserving: Culture, Inter/Multiculturalism & Language

Session Chair: Ratchaneekorn Ratchatakorntrakoon

13:05-13:30
78281 | *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
76947 | *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.

Wednesday Onsite Parallel Session 4

Language Education in Multilingual and Multicultural Context

Session Chair: Aaron Ward

14:35-15:00
74909 | *Enhancing Early-Stage Adult Maltese Language Learning: Unleashing the Potential of Visual Culture*
Jacqueline Zammit, University of Malta, Malta

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 ML2 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.

15:00-15:25
78137 | *Whose "Bilingual" Education? The Perspectives from the Sociology of Curriculum*
Ru-Fen Luo, National Kaohsiung Normal University, Taiwan

In alignment with the National Development Council, the Ministry of Education introduced the "Blueprint for Developing Taiwan into a Bilingual Nation by 2030" in 2018, with the goal of activating bilingual education and fostering Taiwan's bilingual talents for global engagement. Education is identified as the primary driver for nurturing bilingual skills.
However, a notable deficiency in the policy is the absence of a clear definition for "bilingual", leading to a predominant focus on "English education." The study seeks to explore why "English" has become the central component of our "bilingual education." The research aims to uncover the rationale behind policy formation, the policy development process within the social context, and the role of individuals in shaping this educational directive. Consequently, the study adopts a sociological perspective, particularly focusing on two key aspects of the curriculum: ideology and social control. The author contends that Critical Discourse Analysis (CDA) serves as a crucial methodology by delving into the intricacies of the political landscape. Drawing from the CDA, the author constructs an analytical framework to examine bilingual education, leading to two primary conclusions. First, the promotion of family and bilingual education is advocated through the encouragement of "speaking mother's words." Second, the study suggests that acquiring proficiency in mother tongues can contribute to the cultivation of a more diverse set of multilingual talents. The proposed orientation for bilingual education underscores the importance of commencing at the family level and emphasizes the need for implementation within a conducive learning environment.

15:25-15:50
76198 | *Translanguaging in Multilingual Context: Graduate Students' Voices from Yogyakarta, Indonesia*
Aryadi Manuel Gultom, Universitas Negeri Yogyakarta, Indonesia
Ashadi Ashadi, Yogyakarta State University, Indonesia

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 indicate 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.

15:50-16:15
78906 | *Minimal Pairs Pronunciation for Japanese EFL Students*
Aaron Ward, Toyo University, Japan

The current presentation presents a reflection on the introduction to first-year Japanese English-as-a-Foreign Language (EFL) students to pronunciation, primarily through the study of phonetic minimal pairs and the International Phonemic Alphabet (IPA). Historically, pronunciation has seen little attention in the English Language Teaching (ELT) field for both practical and ideological reasons. As such, the aim of the current presentation is to discuss the value of learning pronunciation skills as a means to student clearer spoken expression, as well as enabling students to better understand other English speakers. The need for a greater focus on speaking skills may have become more pressing over the past few years, as students have had comparably limited opportunities to interact with each other face-to-face, or with other English-language users, either domestically or abroad. To this end, some of the needs of Japanese EFL students, specifically relating to pronunciation, will be discussed. Secondly, a set of minimal-pairs practice tasks tailored to the needs of Japanese-EFL learners, with some example variations, along with classroom implementation will be outlined and described. Then, discussion will be made about how well the program was received by the participating students, as well as recurrent difficulties students had with particular phoneme pairs. Finally, given the greater emphasis placed on receptive over productive skills across the Japanese EFL sector, brief discussion will be made about the future importance of pronunciation skills in the face of the potential rise of artificial intelligence (AI).

16:30-18:10 | Room 707
Wednesday Onsite Parallel Session 5
Design, Implementation & Assessment of Innovative Technologies in Education
Session Chair: Nagayuki Saito

16:30-16:55
79046 | *A Preliminary Evaluation of Secondary School Students' Acceptance toward Augmented Reality Learning Materials in Genetics*
Khwuanchira Chamnankul, Khon Kaen University, Thailand
Phattaraporn Pondee, Khon Kaen University, Thailand
Niwat Srisawasdi, Khon Kaen University, Thailand

Research literature on augmented reality (AR) in science learning suggests high technology acceptance, citing its immersive nature that enhances students' engagement and understanding. Studies highlight AR's ability to merge abstract scientific concepts with tangible experiences, fostering positive attitudes and increased acceptance among learners towards technology-infused education. This study aimed to develop an AR mobile application to visualize biological concepts of genetics and then evaluate students' acceptance toward the AR app. This study engaged 47 ninth-grade students from Thailand's northeastern region to examine their acceptance of the AR app, which emphasized an interconnection among macroscopic, microscopic, and symbolic representations. Employing a pre-experimental research of one-group posttest-only design, they independently interacted with the genetic AR app for 70 minutes and then a 20-item 5-point Likert scale questionnaire was administered at the end of the session for 10 minutes. The results found that students positively perceived the genetic AR app measuring in four key dimensions: perceived usefulness (PU), perceived ease of use (PEU), attitude toward using (ATT), and behavioral intention to use (BI). The positive acceptance of the AR app suggests its potential as an effective tool for enhancing genetics education, meriting its integration into science curricula to improve learning outcomes.

16:55-17:20
76354 | *Case Study: Building Knowledge and Skills for Designing and Integrating Artificial Intelligence into the Curriculum, Stage One*
Paul Corrigan, City University of Hong Kong, Hong Kong

In the past year, Artificial Intelligence (AI) in education has dominated academic headlines. With the widespread release of ChatGPT in late 2021, the potential for positive and negative uses of AI has been a matter of concern for universities. With an eye towards the responsible and beneficial use of AI, a university in Hong Kong established a two-stage faculty development program comprised of 1) preparing faculty to implement AI, followed by 2) faculty's design and launch of funded action research projects implementing AI into the curriculum (currently ongoing). The first stage of the program had two steps to assist faculty in building knowledge and skills for designing and implementing AI. In step one, 78 faculty completed purpose-made, video-based modules on AI in education, consisting of two pre-quizzes, two videos, and two post-quizzes. Analysis of quiz data indicated that faculty increased their knowledge on AI basics by over 70%. In step two, 89 faculty attended two seminars – Effective Models of Learning for AI Products and Action Research Using AI Products. In the post-seminar feedback survey, more than 95% of the participants rated the seminars' relevance and quality as 'Satisfactory' or better, and most rated them 'Excellent.' This case study will elaborate on the online modules and seminars in stage one, including their content, and critically examine their relevance and quality. This case study will be useful for those seeking to prepare themselves or academic colleagues to design and integrate AI into their curriculum based on credible theories, models, and principles.

17:20-17:45
79024 | *Using Task-Technology Fit to Analyze the Adoption of Google Workspace for Education in Teaching and Learning Process*
Christianus I Wayan Eka Budiartha, Sampoerna University, Indonesia
Anak Agung Ngurah Perwira Redi, Sampoerna University, Indonesia
Filscha Nurprihati, Sampoerna University, Indonesia
Faradillah Haryani, Sampoerna Univeristy, Indonesia
Giovanni Richard Halim, Sampoerna University, Indonesia
Aulia Rachmah, Sampoerna University, Indonesia

In addition to the efficiency of teaching and learning activities, the important point of the development of technology in education is the aspect of collaborative work. Collaboration is a crucial skill, encouraging teachers and students to integrate technology for a more meaningful teaching and learning experience. Google Workspace for Education (GWE) is designed to promote the digital transformation in education and highlights the collaborative functionality in its solution's features. This ongoing study investigates the technology adoption in an Indonesian institution, by correlating Task-Technology Fit (TTF) in the context of teaching-learning activities and the Unified Theory of Acceptance and Use of Technology (UTAUT-2). The study aims to explore a comprehensive view of technology adoption and its usage by considering teachers' and students' beliefs, and their behavior towards the development of technology in education. Furthermore, the study aims to identify the factors influencing technology adoption and the effectiveness of its implementation in real-world contexts. A preliminary study was conducted by using a qualitative-method approach that involved teachers and students from a private school in West Java, Indonesia. The finding shows a mismatch between teachers' beliefs towards the role of technology in education with their knowledge of Google Workspace. This finding is important to design a method to train teachers and students on how to introduce GWE and how to familiarize them to work collaboratively in accomplishing tasks more efficiently and effectively.

17:45-18:10
79463 | *Analysis of Trends in the Use of Generative AI for Learning by Attributes and Characteristics of University Students*
Nagayuki Saito, Sendai University, Japan

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, information colleges and physical education colleges was conducted. The results showed that students at information universities were the most active in utilising 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.

Notes

Wednesday Onsite Parallel Session 1

Teaching Experiences, Pedagogy, Practice & Praxis

Session Chair: Pei-I Chou

09:15-09:40
76801 | *Teachers' Lived Experiences in the Teaching of English: Towards the Development of a Prototype Model of Teaching*
Socorro Anne Zaluaga, Holy Name University, Philippines
Julieta Morales, Department of Education, Philippines

English language teachers in the Philippines play a significant role in achieving the English language proficiency in the country. It is important that English teachers' efforts should be given a sense of value by highlighting their lived experiences. The latter have become even more valuable when English teachers have shifted their instruction from physical interaction to distance learning during the peak of the COVID-19 pandemic. In this study, a descriptive phenomenological design was utilized to describe the lived experiences of the English language teachers before and during the COVID-19 pandemic. Through a purposive sampling method, there were 10 English language teachers from the public schools whose narratives were analyzed using the Colaizzi's Method of Data Analysis. The following themes emerged from the semi-structured interview: Teachers' Adversities and Immediate Actions in the Use of Teaching Approaches; Teachers Difficulties in Teaching English; Teachers' Opportunities in Teaching English; and Teachers' Attitudes Towards Teaching English. These findings imply that English teachers became more resourceful, innovative, patient, and open-minded amidst the abrupt changes in the educational system. Furthermore, various reflections were shared by the English teachers which led to the development of a prototype model of teaching. The researcher recommends more personal and professional trainings for English language teachers.

09:40-10:05
78557 | *Assessing STEM Education: A Needs Analysis Study Among Science Teachers in Iligan City*
Rayyanah Benasing, De La Salle University, Philippines
Lydia Roleda, De La Salle University, Philippines

The implementation of the K to 12 Basic Education Curriculum in the Philippines is a pivotal reform aimed at enhancing students' learning competencies and equipping them with the 21st-century skills necessary for the rapidly changing global landscape. This study explores the attitudes, knowledge, and application of STEM education among science teachers. It focuses on their readiness to embrace STEM methodologies, understanding STEM concepts, and efforts to integrate STEM into their teaching practices. The research employs a mixed-methods approach, combining quantitative and qualitative data from 21 science teachers in Iligan City. The findings reveal positive attitudes towards STEM, with variations in knowledge levels, particularly in understanding the nature and advantages of STEM education. Despite challenges in STEM application, teachers actively incorporate STEM methodologies, highlighting the need for tailored training, improved technology access, and comprehensive teaching resources. The study underscores the commitment of science teachers to enhance their teaching practices and recommends the development of readily available STEM materials to support effective implementation.

10:05-10:30
78314 | *Exploring the Digital Competence of Language Teachers in ChatGPT Integration in Higher Education: A Systematic Review*
Fangyan Chen, Lingnan University, China
Jiayi Chen, Lingnan University, China
Zheng Lin, Lingnan University, China

The emergence of novel large language models represented by ChatGPT sparked concerns among language teachers regarding their professional roles and perceived barriers to integrating Artificial Intelligence in Education (AIEd). However, there are fewer systematic reviews that specifically investigate the digital competence of language teachers in applying ChatGPT to language teaching and learning. This research aims to address the gap and enlighten stakeholders like policymakers, technology experts, and researchers to work together on effective ChatGPT integration. By conducting a systematic review of 18 articles published in journals and conferences between December 2022 and November 2023, this study deploys Ng et al.'s (2023) instructional design framework for AI literacy education to sort out articles following four dimensions: 1) teachers' professional engagement; 2) instructional support; 3) content choices across disciplines; and 4) students' learning competencies. Results indicate that: 1) Language teachers exhibit a positive attitude towards perceived usefulness yet lack a clear AI basic in their engagement; 2) Instructors encounter technological challenges in optimizing contextualized designs and learning assessment; 3) Teachers focus more on students' social-emotional wellbeing when balancing students' high-level cognitive skills in chosen contents; 4) Teachers are worried about issues about students' over-dependency on ChatGPT and plagiarism, alongside language skill acquisition. 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 and further assess students' learning outcomes in their self-directed learning contexts.

10:30-10:55
77895 | *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 the details of expert evaluation and revision opinions were 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, affection, and skills. The mean of the indicators exceeded 4.30, and the standard deviation ranged between .32 and .85. The findings of this research can serve as a reference for Taiwanese teacher education in the development of ESD curriculum and teaching activities, as well as in the planning of teacher training evaluation and verification.

11:10-12:25 | Room 708
Wednesday Onsite Parallel Session 2
International Education

Session Chair: Elena Jurasaite-O'Keefe

11:10-11:35
76700 | *The Pedagogical Potential of Students' Identity Work when Learning Cross-Cultural Communication in International Business*
Tomas Nilsson, Linnaeus University, Sweden

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.

11:35-12:00
78597 | *Learning in the World: Informal Learning in Study Abroad Programs*
Elena Jurasaite-O'Keefe, St. John's University, United States

The purpose of this study is to investigate how and what university students learn when they are not engaged in formal educational settings to propose suggestions on how to better align formal curriculum of study abroad programs with informal learning opportunities and build stronger international partnerships. A socio-cultural approach allowed to closely examine students' experiences abroad outside their classrooms. Informal learning is theorized as an interactive web of meanings constructed by learners in the process of their interactions. The findings demonstrate that students' agency played a key role in how they explored, learned, and internalized the knowledge during the unstructured time of their study abroad. The study illuminates ways in which students construct their learning in partnership with the host country through interactions with environments and people. Using a unique approach of making tacit knowledge explicit by creating an interactive web of participants' voices, the paper highlights distinctive opportunities for informal learning that happen while studying abroad. The findings confirmed that students constructed their learning in partnership with the host country through interactions with environments and people. Interactions with new environments and people build partnerships through which learners abroad gain rich experiences and knowledge, which can spark action and lasting change. Developing their new understanding stimulated students' reflective thinking. The process of "worlding" and reflexivity helped students realize how closely connected and dependent on each other people on the planet are, and how much each of us can learn from one another.

12:00-12:25
78846 | *Developing Next-Generation Global Leaders with Cross-Border Problem-Solving Skills: International Triple Hybrid Classes and Assessment of Educational Impact*
Hirohisa Nagai, Meiji University, Japan
Annie Kato, Seattle Pacific University, United States
Zoe Zhu, The University of Sheffield, United Kingdom

Facing international conflicts, climate change, and uncertainties in the global economy, the demand for the next generation of global leaders extends beyond borders, languages, and cultures. These leaders are expected to possess cross-border problem-solving skills to realize a sustainable international society. Meiji University (Japan), Seattle Pacific University (USA), and Lancaster University (UK) collaborated to develop an educational program aimed at cultivating cross-border problem-solving skills through exploratory learning on the United Nations SDGs using an international triple hybrid class format (on-demand, real-time streaming, and face-to-face). To achieve this goal, Project-Based Learning was implemented among undergraduate students to contribute to SDGs achievement. Additionally, a novel exploratory learning rubric, integrating the PPDAC model (Wild & Pfannkuch, 1999) and VALUE Rubric (Association of American Colleges and Universities, 2009), was developed. Through web-based questionnaire survey involving students from the three universities (n=179), the reliability of the rubric was verified. We identified a four-factor model comprising of F1:Problem Identification, F2:Problem Solving, F3:Critical Thinking, and F4:Global Leadership competencies, plus two integrative competencies of "Global Self-awareness" and "Knowledge of Cultural Worldviews". Moreover, ANOVA offered insights from international comparisons. We found US and UK students both scored significantly higher than JP students in F3:Critical Thinking, and US students scored significantly higher than JP students in F2:Problem Solving. On the other hand, JP students scored significantly higher than UK students in "Knowledge of Current Worldview frameworks. These results highlight a potential opportunity to further nurture Critical Thinking and Problem Solving skills in JP students through exploratory learning.

Wednesday Onsite Parallel Session 3

School Funding Strategies (Workshop)

Session Chair: Jean-Pierre Bongila

13:05-13:55

77752 | *Building Bilingual School of Leadership in the D.R. Congo as Entrepreneurial Innovation*
Jean-Pierre Bongila, University of St. Thomas, United States

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.

Wednesday Onsite Parallel Session 4

Curriculum Design & Development

Session Chair: Luan Au

14:35-15:00
74781 | *Development of Instructional Material in Mathematics in the Modern World Utilizing Design Thinking Approach*
Ella Tricia Aquino, Saint Mary's University, Philippines

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 methodical 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 successfully" 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.

15:00-15:25
78101 | *Instructional Guide Material (IGM) for Peer-Assisted Learning Strategy (PALS) in Mathematics 10*
Jay-R Leonidas, Mother Theresa Colegio de Iriga, Inc., Philippines
Maria Nicole Boada, Bicol University, Philippines
Jodelyn Mendoza, Bicol University, Philippines
Aiza Kate Secillano, Bicol University, Philippines

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.

15:25-15:50
76716 | *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 adopted 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.

15:50-16:15
78890 | *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
Mai Nguyen, University of Medicine and Pharmacy at Ho Chi Minh City Vietnam
My Do, 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.

Wednesday Onsite Parallel Session 5

Curriculum Design & Development

Session Chair: Wing Sze Leung

16:30-16:55
78644 | *Testing Measurement Invariance of Synthesizing Mind Model of Thai Students: Multi-Group Analysis*
Namthip Ongardwanich, Naresuan University, Thailand
Phuwadon Chulasukhont, Thepsatri Rajabhat University, Thailand

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.

16:55-17:20
78470 | *A Case Study on the Construction and Teaching of Outdoor Music Environment in Preschool*
Mei-Ying Liao, Chaoyang University of Technology, Taiwan
Po-Ya Huang, Sunny Garden Preschool, Taiwan

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.

17:20-17:45
74971 | *Mechanisms of Driving Science-Based and Technology Demonstration Classrooms Under the Supervision of Rajamangala University of Technology Lanna*
Sirichom Pichedboonkiat, Rajamangala University of Technology, Thailand
Pongsook Srichai, Rajamangala University of Technology Lanna, Thailand
Patcharee Chaiyong, Rajamangala University of Technology Lanna, Thailand
Peravit Chaimala, Rajamangala University of Technology Lanna, Thailand
Saisamarn Tipma, Rajamangala University of Technology Lanna, Thailand
Rotjana Boonlop, Rajamangala University of Technology Lanna, Thailand

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, Chiang Rai. 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.

17:45-18:10
77889 | *Interdisciplinary Writing Programmes: Challenges and Solutions*
Wing Sze Leung, National University of Singapore, Singapore

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.

09:15-10:55 | Room 603
Thursday Onsite Parallel Session 1
Educational Policy, Leadership, Management & Administration
Session Chair: Lucie Zundans-Fraser

09:15-09:40
78226 | *Navigating Educational Policy and Leadership in a Globalised Context: A Comparative Analysis*
Iram Myford, ILM Education Consultants, Qatar

This presentation embarks on an in-depth comparative analysis of educational policy, leadership, management, and administration within various global and local frameworks. It will scrutinise case 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.

09:40-10:05
78176 | *Adaptive Leadership in Education: Understanding Principal Task Behavior Changes in Response to Middle Leader Turnover* |
Chun Sing Maxwell Ho, The Education University of Hong Kong, Hong Kong
Qinghua Liu, Boston College, United States

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.

10:05-10:30
78442 | *New Instruments Measuring Educational Leadership in School Renewal*
Xin Ma, University of Kentucky, United States
Jianping Shen, Western Michigan University, United States
Patricia Reeves, Western Michigan University, United States

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).

10:30-10:55
78375 | *Leadership in Academic Integrity and Educative Approaches Taken to Reduce Student Academic Misconduct*
Lucie Zundans-Fraser, Charles Sturt University, Australia

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 leading 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 investigation 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.

Thursday Onsite Parallel Session 2

Educational Policy, Leadership, Management & Administration

Session Chair: Chien Chih Chen

11:10-11:35
76253 | *The Development of Teacherpreneurs in Education: A Bibliometric Review (2000 – 2023)*
Respita Haniva, Universitas Pendidikan Indonesia, Indonesia
Senita Butar Butar, Universitas Pendidikan Indonesia, Indonesia
Hari Mulyadi, Universitas Pendidikan Indonesia, Indonesia

Teachers need to have one of the competencies in this era of global disruption: teacherpreneurial character. Teachers with teacherpreneur character will create more creative and innovative learning. The purpose of this study is to describe the research intention of teacherpreneurs in different countries from 2000 to 2023 by using bibliometric analysis. Data were extracted from the Scopus database, refined to 72 publications, and mapped using the VOSviewer application. The main findings are: Most publications were published in 2021 with 13 articles. This number is the highest compared to the years before and after. The citation trend related to teachers and entrepreneurs was 76 citations in 2014. The United States is the most influential country in this study, with 11 publications and collaborations with other countries. The focus of this research is 1) entrepreneurship education, teaching, entrepreneurial skills, and entrepreneurial education; 2) teacher, entrepreneurship, and teacherpreneur; 3) competence and entrepreneurial competency; 4) finally, the focus of the research is entrepreneur, entrepreneurship, educator, and teacher entrepreneur. Teacherpreneur and entrepreneurial competence are new themes in this research focus. In addition, the teacherpreneur topic is still little researched, so it is recommended for further research. The findings will be useful for readers to identify role models in writing about teacherpreneurs, to identify potential collaborations with authors and institutions across countries, and to develop new questions about teacherpreneurs in existing research areas or, conversely, to develop existing questions in new research areas.

11:35-12:00
78909 | *Principal Selection in Taiwanese Experimental Schools: Lessons from South Korea's Open Recruitment System of Principals*
Chiao Feng Lee, National Chiayi University, Taiwan
Hsuan-Fu Ho, National Chiayi University, Taiwan
Yueh-chun Huang, National Chiayi University, Taiwan

In 2007, South Korea adopted an Open Recruitment for Principals program, moving away from the traditional paradigm of a promotion-based mechanism. The case study analyzes and draws insights from the theoretical frameworks and practical enactment of the South Korean open recruitment system for school principals. The findings are used as a frame of reference to examine further the methodology, criteria, and qualifications of the selection process of principals in Taiwanese experimental schools. A mixed-method research approach is adopted, combining the features of qualitative semi-structured interviews and document analysis research to explore in-depth the principal election system of South Korea and the principal appointment system of private experimental schools in Taiwan from multiple perspectives. The research findings suggest that the selection process for principals in Taiwanese private experimental schools emphasizes the qualities, capabilities, and alignment with laboratory education values held by the principal. Moreover, the ability to effectively communicate and coordinate with faculty and parents and marketing skills for the school are highly valued. These requirements share similarities with the criteria observed in the South Korean open recruitment processes. The study suggests using the South Korean open recruitment system as a reference for reforming the principal selection process in Taiwan. In order to facilitate principals with non-educational specializations, schools could introduce professional guidance or appoint a vice principal with an educational background to ensure execution that is coherent with the school's values and philosophy.

12:00-12:25
76417 | *Research on Beliefs and Practical Principles of Social Responsibility Leadership of University Teacher Education Students*
Chang Win Chuan, National Taitung University, Taiwan

This study focuses on how to promote the social responsibility of universities in the context of further integrating the teacher professional development concepts of teacher students, which will be the key to simultaneously promoting the development of universities and the quality of future education. Based on the results of the interviews, this study found that university education teacher students' belief in socially responsible leadership is very helpful in promoting the teaching profession. At the same time, beliefs include caring for the needs of disadvantaged groups, improving self-professional growth, and promoting cross-field teaching capabilities. Implementation principles include actively participating in service camps, establishing professional learning communities, and learning to communicate with classmates across fields.

12:25-12:50
76763 | *Multiple-Group Analysis of the Relationship Among Primary School Teachers' Self-Efficacy, Power Distance, and School Effectiveness: General Public and Experimental Education*
Chien Chih Chen, National Taipei University of Education, Taiwan

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.

Thursday Onsite Parallel Session 3

Education Policy & Education Development

Session Chair: Cristie Ann Jaca

13:05-13:30

78298 | *Examining the Legislative Framework for Primary School Education Funding in Lahore Punjab Pakistan: Consequences for Access and Equity*

Tajammal Hussain Awan, Superior University Lahore Pakistan, Pakistan
Muhammad Abubaker Malik, Abdali School System Lahore, Pakistan
Nadia Nasir, University Lahore Pakistan, Pakistan
Kashif Mehmood, University Lahore Pakistan, Pakistan
Abdul Rauf Awan, University Lahore Pakistan, Pakistan

In order to guarantee equal opportunity in the educational system, this study aims to critically analyze the legal framework controlling funding for education in public primary schools. Policymakers, educators, and consumers must all understand the legal implications of funding systems as long as there are gaps in educational resources. The research utilizes a comprehensive methodology that encompasses legal research, policy evaluation, and data collection to understand the complex network of laws governing funding for public primary schooling in Lahore Pakistan. The study will examine current regional, provincial, and national legislation and determine how well they match with equality and accessibility standards. A particular focus will be on finding any possible gaps or contradictions that can unintentionally expand the educational divide. The study intends to uncover best practices and areas for development through an examination of funding structures across several jurisdictions, providing concrete recommendations for legal reform. Conduct interviews with public primary school teachers in Lahore to gain a deeper understanding of their perspectives on education funding laws, determine inequalities, teacher viewpoints, and suggest changes for fair financing for primary education. The goal of the study is to provide evidence for evidence based policy suggestions that support inclusive and equitable educational practices. In the end, this study aims to further the continuing discussion about education funding by supporting changes in legislation that put equality, accessibility, and the realization of each child's entitlement to a high quality education first.

13:30-13:55

79081 | *Managing Challenges of Large Scale Foundational Learning Programme and Convergence Through Innovative Application of Value Methodology*

Sonal Shivagunde, Enval Consultants Pvt Ltd, India

Strengthening foundational learning is a high priority for Government of India for improving quality of school education. The Andhra Pradesh State launched state-wide Foundational Literacy and Numeracy interventions in 2023. These cover 39,400 schools and 55,000 pre-schools, to benefit 4.3 mn children in 3-8 years age group. However, the state faced challenges for managing large-scale interventions. For identifying underlying causes and formulating solutions, an Action Research was conducted applying Qualitative Methods and Value Methodology. Value Methodology is extensively applied in industry for problem identification and developing cost-effective solutions. FCW, FAST and Feasibility Ranking are integral to this methodology. Considering the scale of the above-mentioned interventions and nature of challenges, Value Methodology was combined with other qualitative methods for conducting the study. The qualitative review of policy and program design indicated lack of implementation framework. Assessment of interventions at schools through secondary data analysis and Function Analysis System Technique (FAST) indicated inadequate contexualisation of interventions, which did not address the regional issues. The Function-Cost Worth (FCW) analysis revealed over-spending on non-priority items, leading to shortage of funds for critical interventions. Appreciative enquiry, interviews, and consultations with stakeholders revealed lack of requisite precision in systems and processes needed for effective implementation. Also, monitoring mechanisms and IT application were not updated. Based on this study, cost-effective solutions were formulated and evaluated with Feasibility Ranking. Inclusive Implementation Framework and integrated Action Plan was developed to guide the government. These have been adopted by the state, and implementation is in progress as recommended.

13:55-14:20

78038 | *Strengths-Based Rural Youth Education for Development: Lessons from Papua New Guinea*

Barbara Pamphilon, University of Canberra, Australia

Education is one of the major avenues that can prepare rural youth for agricultural futures, however, in low-income countries, many young people are not able to complete school due to poverty and poor schooling systems and therefore cannot access the education they need to engage in agri-food systems. This presentation will focus on the potential of the youth of Papua New Guinea (PNG), a low-middle income country to the north of Australia. PNG is experiencing a youth bulge and high unemployment as many young people with little formal education drift to the city where they typically do not find work. Much of the current PNG research on youth focuses on the dangers of young people's risky behaviours to themselves and others, and on their many needs. This deficit-based approach sees young people in a risk or problem frame rather than for their strengths. The presentation will show how a strengths-based education program development approach can turn the analysis from a deficit focus to understanding how the socio-cultural contexts of young people can identify what strengths can be built on as well as identifying the diversity of young people. This then enables the development of formal and informal education for young people and their communities.

14:20-14:45

79202 | *Artificial Intelligence in Education: A Threat or a Tool in Teaching*

Cristie Ann Jaca, Cebu Technological University, Philippines

The exponential rise in the use of artificial intelligence in the delivery of instruction has challenged the academic landscape and provided implications for teaching and learning. Artificial intelligence (AI) practices among university teachers affect the educational landscape and become one of the emerging issues in higher education. This paper looked into the state university teachers' views and usage of artificial intelligence in the classroom. Using mixed-method research design, a researcher-made survey questionnaire solicited the teachers' experiences with the use and non-use of artificial intelligence in their teaching practice. A purposive random sampling technique was used in choosing the thirty university teachers as the research respondents. As such, in the quantitative data, the teachers' use of AI-powered educational technology in the classroom was identified. For the qualitative data, advantages and disadvantages of the use of AI based on the teachers' experiences were analyzed using Braun and Clarke's six-step data analysis. The study found that teachers use educational games, educational chatbots, and YouTube videos in their classes. The advantages of using AI include personalized learning, having virtual assistants, and streamlining teaching and learning. However, AI also has its disadvantages, as it limits human interaction and empathy, which are essential in the teaching and learning process. The findings offer pedagogical implications and recommendations on how artificial intelligence can help teachers provide personalized learning experiences for their students. In conclusion, AI helped improve students' learning outcomes through personalized learning and provided teachers with efficient instructional delivery as it streamlined the teaching and learning process.

Thursday Onsite Parallel Session 4

Educational Policy, Leadership, Management & Administration

Session Chair: Yueh-Chun Huang

15:00-15:25

79279 | *The Analysis of AHP: Recruitment Strategies, Vacancy Duration, Skill Level and Retention in Preschools*
Yi-Gean Chen, National University of Tainan, Taiwan
Jao-Nan Cheng, National Taitung University, Taiwan
Shiun-Jr Cheng, National Taiwan Normal University, Taiwan

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.

15:25-15:50

78448 | *Ideological Disempowerment of Neoliberal Education Governance*
Kwok Kuen Tsang, The Education University of Hong Kong, Hong Kong

Since the 1990s, numerous teachers have suffered different kinds of negative emotional experiences like stress, depression, and burnout in the neoliberal context of education across the globe. A typical sociological explanation is that teachers are technically disempowered by the entry of neoliberalism into the institutional environment of education leading to inabilities to exercise control over their labor process in teaching. However, this presentation will suggest that technical disempowerment is only one dimension of teacher disempowerment resulted from neoliberal education environments. Another important but overlooked dimension is what I call ideological disempowerment, which is the deprivation of power to identify the instructional meanings of teachers' work. The presentation will illustrate the ideological disempowerment that stems from neoliberalism's tendency to ideologically value the managerial purposes of teachers' work over its instructional purposes. This leads teachers to break away from 'non-instructional work' and devote themselves only to work that appears to be directly related to teaching. Accordingly, ideologically disempowered teachers may have a narrowed concept of teaching, resulting in them being discouraged from performing various tasks that are likely to be conductive to the whole-person growth of students. By explaining neoliberalism in both technical and ideological terms, this presentation would like to advance the sociological explanation and contributes to a better understanding of the process of teacher disempowerment that results from neoliberalism.

15:50-16:15

78336 | *Actual Vis-a-Vis Desired Supervisory Practices as Perceived by Teachers and Supervisory Officials*
John Linga, Tamagawa Academy, Japan

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.

16:15-16:40

78849 | *A Comparative Study of the Policies on Professional Support for Principals Between Taiwan and Korea*
Yueh-Chun Huang, National Chiayi University, Taiwan
Ru-Jer Wang, National Taichung University of Education, Taiwan

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.

09:15-10:55 | Room 604
Thursday Onsite Parallel Session 1
Psychology, Mental Health & COVID-19
Session Chair: Charles Liu

09:15-09:40
78985 | *The Post-COVID Work Landscape: Exploring Remote Work Effects on Employee Well-being*
Adriana Ortega, Monash University Malaysia, Malaysia
En Yi Hew, Monash University Malaysia, Malaysia
Zeinab Zaremohzzabieh, Universiti Putra Malaysia, Malaysia

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.

09:40-10:05
77102 | *Comparative Study of Burnout, COVID-Anxiety, and Psychological Distress Among Nurses in COVID & Non-COVID Wards in the Pandemic*
Amor Mia Arandia, Jose Rizal University, Philippines
Lovely Climacosa, Jose Rizal University, Philippines
EJ Surat, Jose Rizal University, Philippines
Marvin Tulad, Jose Rizal University, Philippines
Maria Elena Uy, Jose Rizal University, Philippines
Benedict Antazo, Jose Rizal University, Philippines

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.

10:05-10:30
76992 | *COVID-19-Related Resource Losses, Coping Processes, and Distress Among Hong Kong Parents of Children with Special Educational Needs: A Conservation-of-Resources Approach*
Nelson C. Y. Yeung, The Chinese University of Hong Kong, Hong Kong
Natalie S. N. Ng, The Chinese University of Hong Kong, Hong Kong

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.

10:30-10:55
78345 | *Scapegoating Theory and Anti-Asian Discrimination During COVID-19: A Longitudinal Study*
Charles Liu, Wheaton College, United States
Tao Liu, Independent Scholar, United States

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=353) 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.

Thursday Onsite Parallel Session 2

Psychology & Behavioural Science

Session Chair: Tai Kurosawa

11:10-11:35
76931 | *Consumers' Feedback in Mathematics and Psychology*
Xuan Tran, University of West Florida, United States

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.

13:05-14:45 | Room 604
Thursday Onsite Parallel Session 3
Psychology & Behavioural Science
Session Chair: Ju-Fang Yen

13:05-13:30
77731 | *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

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.

13:30-13:55
76532 | *Exploring the Perceived Value of Membership Program to Trigger Unplanned Purchase*
Mengkuan Lai, National Cheng Kung University, Taiwan
Jung-Chen Yang Yang, 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. 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 have 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.

13:55-14:20
78604 | *From Appearance to Performance: The Role of CEO Attractiveness in Shaping Market Responses*
Ju-Fang Yen, National Taipei University, Taiwan
Pang-Yu Wang, National Taiwan University, Taiwan
Ya-Ting Lee, National Taipei University, Taiwan
Mao-Wei Hung, National Taiwan 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.

14:20-14:45
78742 | *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

15:00-15:25
78885 | *Crafting Emotional Authenticity: A Design Thinking Approach to Developing a Practical Deep Acting Tool for Emotion Labor*
Angela Shueh Ng, University of Reading, United Kingdom

This paper introduces a novel application of Design Thinking principles in crafting a tangible Emotion Labor toolkit, targeting deep acting – a more sustainable emotion regulation strategy in professional settings. Surface acting, commonly used in Emotion Labour, can lead to burnout and jeopardize well-being. Drawing on the human-centric ethos of Design Thinking as a methodology for creative problem solving, the toolkit leverages on three aspects of Design Thinking - Empathy, Definition and Ideation to cultivate Empathy, Awareness and Cognitive Reappraisal in deep acting emotion regulation. Informed by literature on affect labelling and emotion regulation strategies, the toolkit underwent iterative cycles of prototyping and testing, including two rounds of pre-pilot playtesting with smaller group for design and refinement. The pilot toolkit was designed for play-based learning, engaged 20 participants in a play test, that simulated diverse life situations, spanning key milestones from age 21 to 60. Tasks include demonstrating empathy in challenging situations and resolving them using cognitive reappraisal with emotional words as resources. Data collection via observation and thematic analysis to evaluate Empathy Expression, Cognitive Reappraisal Effectiveness, and Affect Labels Expansion (Awareness). A post-play survey gauges participant experiences, confidence, and development in these areas. The study contributes a comprehensive perspective on toolkit development, refinement, and validation, aiming to provide industry with a practical and accessible tool for emotion labour. Future plans include deploying the toolkit as an educational resource for interns to enhance emotion regulation skills in the Emotion Labour domain.

15:25-15:50
78293 | *Applying Biophilic to the Interior Design of Health Service Facilities with a Healing Approach*
Fatma Puri Sayekti, Institut Agama Islam Negeri Kediri, Indonesia
Rahma Purisari, Universitas Pembangunan Jaya, Indonesia

This research attempts to elaborate the biophilic concept on the interior design of health service facilities. The research method involves a literature review exploring the biophilic parameter theory from Terrapin Bright Green, utilizing data sources from relevant books, scientific journals, and internet images. The findings reveal that biophilic, an evolving approach to construct environmental designs for diverse purposes, emerged in 1984 when humans recognized their inherent connection with nature. Key elements in biophilic design encompass natural lighting, open spaces, sensory engagement, organic forms, natural processes, and the repetition of natural patterns. The impactful outcome is evident in health facilities, significantly enhancing the physical and psychological well-being of patients. The interior design is also pivotal on the treatment and recovery success, such as for cancer patients. Consequently, this research suggests a design concept of mood-board highlighting aspects like the selection of elements, materials, colors, lighting, textiles, furniture, and patient-friendly accessories. Its implementation is seen in the design of communal areas, treatment rooms, patient service areas, and staff areas. To conclude, the integration of psychological and architectural principles in biophilic design facilitates a reconnection with nature for all health service users-patients, doctors, nurses, visitors, and staffs. This reconnection can create a tranquil, organized, relaxed, and prosperous milieu, preventing depressive atmospheres. Furthermore, high-quality architecture extends a positive effect on stress alleviation, and immune system strength, ultimately mitigating and controlling the development of disease.

15:50-16:15
77646 | *Women and Spirit – Developing Liberatory Speech: A Sample of Aotearoa New Zealand Social Workers Share on Spirituality in Work*
Merrill Simmons-Hansen, Te Whare Wananga o Awanuiarangi, New Zealand

This thesis examines the premise of women's spirituality in social work practices in Aotearoa New Zealand. The research unfolds in different ways, principally through autoethnography, interview conversations, literature reviewed, as an interpretative qualitative study, supported by imagery, metaphor, storying methods of the Celtic methodology of the researcher. The international literature identifies a shortage of writings about women's spirituality, however the making of meaning, meaning systems, beliefs, hopes and goals of workers and communities remain crucial. These forms of spirituality in social workspaces, and these cognitive existential perspectives enable ongoing meanings which this generation need apply to those tasks which it faces. It is argued that both the recognition of spirituality in the work environment, the importance of spirituality in informing identity, bring forth legacies of meaning as groundings which inform the art and science of relationship fundamental to social work. In Aotearoa these hold significance to social justice work, as another justification for this study given our island home can only thrive on respectful partnership between peoples', our obligations and respect for the land and the sacred cosmos. The researcher drew from a sample of 17 ethnic women social workers in appreciative conversation, placing narratives alongside theories of doxy, feminist theories, narrative, Indigenous knowledge systems; each are offered as lens to the women's understandings. Through these participants sensitive creative work with their enduring knowledge facing into human suffering today, the research reveals fascinating wild inventiveness, creativity, beauty, hopes, as creative feminine spiritual traditions of care. Listen! The world is alive!

16:15-16:40
76518 | *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 impossible and argue that having more connections in the site graph does not necessarily lead to a more diverse win distribution. We also verify the circumstances under which a fragmented win distribution can be achieved.

09:15-10:55 | Room 605
Thursday Onsite Parallel Session 1
General Psychology
Session Chair: Pattarakorn Khamsuprom

09:15-09:40
78127 | *The Relationship Between Realistic Optimism and Self-Esteem Among Indian University Students*
Aneesah Nishaat, Soka University, Japan

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 the 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 (R^2) was 0.26 for Self-Esteem. The coefficient of determination (R^2) 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.

09:40-10:05
77104 | *Risk of Suicide in Association with Major Depressive Disorder Among Patients With Dementia: A Population-Based Nested Case-Control Study in Taiwan*
Chih-Ching Liu, Asia University, Taiwan
Chien-Hui Liu, National Yang Ming Chiao Tung University, Taiwan

The effect of the relevant time period and frequency of Major Depressive Disorder (MDD) on the risk of suicide among the dementia population remains unknown. Thus, this study aimed to evaluate whether the risk of suicide is associated with the occurrence and cumulative number of MDD episodes among the dementia population. We identified a cohort of 625,218 patients aged ≥40 years with dementia from the Taiwan National Health Insurance Research Dataset (2007-2018). Among them, those who died from suicide after the first clinical visit for dementia within 7 years were identified as a case group. For each case, 4 controls without suicide on the case's index date were matched by age, gender, and area of residence. The occurrence and frequency of MDD were determined from inpatient and outpatient records. Conditional logistic regression analysis was performed with adjustment for potential confounding factors. During the period of 7 years before the index date, the adjusted odds ratio (AOR) of the association between suicide and previous MDD was 1.68 (95%CI 1.21-2.32). The significant AOR of suicide decreased from 3.67 to 2.35 as the investigated period of MDD was getting earlier before the index date. In addition to the first year before the index date, the cumulative number of MDD was associated with the risk of suicide in a dose-response gradient during the first year before the index date. The risk of suicide was almost a 2-fold increase in the dementia population with an antecedent MDD. The risk of suicide was most associated with MDD occurred in the 1st year before suicide.

10:05-10:30
78136 | *Effect of Online Mindfulness Training on the Mental Health of Tertiary Students*
Abigaile Rose Mary Capay, University of St. La Salle, Philippines
Janne Ly Castillon-Gilpo, University of St. La Salle, Philippines
Sheila Javier, University of the Philippines - Visayas, Philippines

The transition to online learning has had a negative impact on the mental health of tertiary students. This study investigated whether learning mindfulness strategies online would improve students' dispositional mindfulness as measured by the Mindfulness Attention Awareness Scale (MAAS), as well as their personality constructs: imagination, conscientiousness, extraversion, agreeableness and emotional stability, as measured by the International Personality Item Pool (IPIP) Big Five Factor Markers. Using a two randomized group pretest-posttest design, fifty-two college students participated in the experiment. The 23 participants assigned to the treatment condition received 6-weekly experiential sessions of online mindfulness training and were advised to follow a daily mindfulness practice, while the 29 participants from the control group received a 1-hour lecture. Scores were collected at pretest and posttest. Findings show that there were significant differences and medium effect sizes observed between the treatment group and control group, in the variables: dispositional mindfulness ($t(50) = 2.81$, $p = 0.007$, $d = .783$), and emotional stability ($t(50) = 2.31$, $p = 0.025$, $d = .646$). Educational institutions are recommended to incorporate mindfulness training as part of the design and implementation of mental health support programs and services implemented in universities.

10:30-10:55
77657 | *Coping Strategies and Fatigue Among Undergraduate Students*
Natthawut Arin, Chiang Mai University, Thailand
Pattarakorn Khamsuprom, Chiang Mai University, Thailand

This research investigates and compares coping strategies and fatigue levels among undergraduate students. We sampled 345 individuals using a stratified random technique. Quantitative data was collected through fatigue and coping strategy questionnaires, while qualitative insights were obtained via focus group discussions with 12 participants to explore their approaches to coping with fatigue. Data analysis employed descriptive statistics and One-way ANOVA. Qualitative data was thematically categorized. The results indicate that on the whole, undergraduate students experience moderate fatigue. Predominantly, students utilize problem-focused, avoidance, and seeking information or assistance from others as their coping strategies. Comparing fatigue levels based on these coping strategies reveals that students favoring avoidance reported higher fatigue levels compared to those preferring to seek information or assistance from others or adopting a problem-focused approach. Insights from the focus groups unveil a diverse range of coping methods for fatigue, including addressing the root causes, seeking mental solace, consulting professionals when necessary, taking relaxation breaks, and at times, opting to avoid the issues entirely. In conclusion, the adoption of positive coping strategies can effectively reduce fatigue, promote psychological well-being, reduce mental health problems, and enhance the overall quality of life among undergraduate students.

Thursday Onsite Parallel Session 2
Mental Health & Community Development
Session Chair: Moshe Sharabi

11:10-11:35
76569 | *EMDR-IGTP in Reducing Distress and Promoting Well-Being Amongst Uniformed Reserves During the Enhanced Community Quarantine*

Amor Mia Arandia, Jose Rizal University, Philippines
Candy Mauricio, Independent Scholar, Philippines
Michael Lu, Independent Scholar, Philippines
Khmyberly Whey Mercado, Independent Scholar, Philippines

Uniformed reserved personnel and volunteer reservists assigned on duty in response to Covid-19 had experienced distress and negative psychological consequences. This study investigates the effects of the EMDR Integrative Group Treatment Protocol (EMDR-IGTP) on uniformed reserved personnel and volunteer reservists (n = 66). Using ex-post facto research design, EMDR-IGTP was explored in reducing distress and promoting well-being and change management amongst uniformed reserves during the enhanced community quarantine were explored. Results shows 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.

11:35-12:00
75691 | *Identity Construction of Community Leaders: Members' Perspective*

Kumudinei 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 situations. 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.

12:00-12:25
76806 | *"Come Home Before the Street Lights Come On!": An Exploration of Black Parents' Community Violence Socialization Practices*

Margarett McBride, University of North Carolina at Chapel Hill, United States
Shauna Cooper, University of North Carolina at Chapel Hill, United States

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). Teen 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.

12:25-12:50
78877 | *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 compares work outcome preferences (WOPs) of Muslim and Jewish managers in Israel, a Western country where Muslims constitute a substantial but marginalized minority. The methodology involves questionnaires administrated to 100 Muslim and 253 Jewish managers. The findings indicate significant differences between Muslim and Jewish managers across all work outcome preferences examined. While both groups view income as the most important value, Muslims have emphasized, in addition, serving society and status and prestige, whereas among Jews interest and satisfaction and interpersonal connections are more highly valued. Overall, the demographic variables were found to have a low ability to explain the WOPs in the two groups, particularly among Muslims. The value differences between the two ethnoreligious groups can be explained mainly by cultural differences – individualism vs. collectivism. Implications are discussed in the context of labor market integration of minorities.

13:05-14:20 | Room 605
Thursday Onsite Parallel Session 3
Mental Health & Therapy
Session Chair: Garima Rajan

13:05-13:30
78416 | *The Mediation Effect of Life Satisfaction on the Relationship Between Psychological Health and Happiness*
Abdulla Seif Al Miskry, University of United Arab Emirates, United Arab Emirates
Abdulla A. M. Hamid, University of United Arab Emirates, United Arab Emirates
Abdelhamid Mohammed Darwish, University of United Arab Emirates, United Arab Emirates

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.

Thursday Onsite Parallel Session 4
Foreign Languages Education & Applied Linguistics (including ESL/TESL/TEFL)
Session Chair: Michiko Toyama

15:00-15:25
78286 | *Towards an Understanding of EFL Learners' Experiences of Maintaining Foreign Language Proficiency: A Grounded Theory Study*
Shih-Chieh Chien, National Taipei University of Business, Taiwan

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.

15:25-15:50
77568 | *Gamified TOEIC Preparation Course using MOODLE: Case Study on Thai Undergraduate Students*
Colin Gallagher, Prince of Songkla University, Thailand
Veronica Aguilos, Prince of Songkla University, Thailand

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.

15:50-16:15
77896 | *ELT Material Development and Evaluation: A Systematic Framework*
Yazan Brahim, Sultan Qaboos University, Oman

In this presentation, I will showcase the various factors and procedures involved in the process of ELT material development and evaluation, which I have compiled through information synthesis from some of the most seminal literature on the topic (e.g. Tomlinson, 2001, 2003, McDonough and Shaw, 2003; Richards, 2001; Mishan, 2005, and many others). First, I will start by explaining the principled creation of criteria to evaluate the suitability of commercial and/or in-house course books for any particular target group based on needs, wants and means analysis. Then I will explain how the results of these three analyses should be combined and synthesized to create relevant learning outcomes. Next, I will account for the principles and procedures followed in the design and development of ELT materials and how to subject them to a three-phase effectiveness evaluation, pre, whilst and post using them in class, which then culminates in an overall evaluation. Finally, I will wrap up with a summary of practical guidelines for best practice, followed by Q and A.

16:15-16:40
78089 | *Self-Efficacy Beliefs as Predictors of Language Proficiency in a Business Education Context*
Michiko Toyama, Bunkyo University, Japan
Yoshitaka Yamazaki, Bunkyo University, Japan

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 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.

09:15-10:30 | Room 607
Thursday Onsite Parallel Session 1
Mental Health & Behavioural Science
Session Chair: Terry van Gevelt

09:15-09:40
75292 | *Word-of-mouth Intention Among Youths in a Developing Country: Moderating Role of Green Promotion and Mediating Role of Green Brand Loyalty*

Diep Nguyen Ngoc, Duy Tan University, Vietnam
Thuong Mai Thi, Hospitality &Tourism Institute, Duy Tan University, Vietnam
Ngan Le Viet Quynh, International School, Vietnam National University, Vietnam
Anh Doan Hai, School of Economics and Management, Hanoi University of Science and Technology, Vietnam

This paper investigates the mediating role of green brand loyalty between green brand image and word-of-mouth (WoM) intention and the moderating role of green promotion and brand social responsibility among Vietnamese youth. Using an online questionnaire from 1st October 2022 to 31st December 2022, 740 valid responses were collected. The study reveals that green brand loyalty mediates the relationship between brand trust and WoM intention. Additionally, green promotion significantly moderates the relationship between brand trust and green brand loyalty. The study concludes that green promotion is vital in influencing consumers' trust in the brand, subsequently increasing their loyalty. These results provide significant implications for brand managers to enhance the effectiveness of WoM intention. Green promotion is an effective strategy for brands to regain consumers' loyalty and maintain a close relationship between consumers and green brands. Additionally, green brand loyalty emphasizes the significance of green promotion for developing green companies and can serve as a conduit between customers and brands.

09:40-10:05
78868 | *Developing Multimodal Data-Driven Art-Inspired Cancer-Screening Promotion Messages*

Marek Palace, Liverpool John Moores University, United Kingdom
Christian Wagner, University College London, United Kingdom
Ioanna Yfantidou, Liverpool John Moores University, United Kingdom
Carlos Santos Barea, Liverpool John Moores University, United Kingdom

Cancers are some of biggest killers and early screening plays a critical role in timely detection, successful treatment and survival rates. However, the specific role of messages and imagery in optimising their impact, particularly among lower income and ethnically diverse groups remains to be explored. In the current paper, we will present our data on cancer screening promotion by combining elements of Psychology and Visual Arts. We will present different perspectives on cancer screening promotion images, how they are evaluated and how they could be developed with psychological data and visual art to maximise their impact. To this end, we will draw upon semi-structured interviews, surveys and eyetracking experiments, identifying the elements of cancer screening promotion messages that are most and least authoritative, credible, emotive and persuasive. This will also inform the contents our Cancer Screening Attitude Scale (CSAS). Finally, we will combine computer graphics technology with visual art, bringing the most persuasive identified elements to develop novel cancer-screening promotion images created by human artists and AI. Importantly, even though our data are based on British and Indian samples, we will elaborate upon the cancer screening implications for Japan, where the culture is visual arts is deeply ingrained in the Japanese society, pointing our new directions in the fight against cancers.

10:05-10:30
78631 | *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 unsuprising 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. I find that when presented with ingredient lists, individuals are significantly less likely to select alternative proteins for consumption. My findings suggest a note of caution in advancing the transition towards alternative proteins.

Thursday Onsite Parallel Session 2

Psychology and Education

Session Chair: Atiqah Azhari

11:10-11:35

77075 | *Psychopaths, Sociopaths, and Serial Killers: Engaging Undergraduate Students in Innovative Psychology Programming*
Hugh Van Auken, Holy Cross College at Notre Dame, United States

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.

11:35-12:00

76907 | *Understanding the Lived Experiences of Students of Color in Graduate Counseling Education: Implications for Educators and Leaders*
Ulash Thakore-Dunlap, California State University, East Bay, United States

Graduate counseling and psychology education need a program framework grounded in antiracist recruitment and retention structures and processes to increase the supply of graduate-level counselors of color who are trained to address the alarmingly high rates of behavioral health issues among communities of color in the United States (Williams, 2018). The extant research has suggested barriers to retention and academic success for graduate students of color have included a lack of faculty of color, a dearth of academic supports for students of color, and other forms of structural and interpersonal racism (Ghose et al., 2018). The presentation will share a qualitative study to understand the lived experiences of students of color enrolled in Graduate Counseling Education (GCE) master's-level programs in California, United States, given there have been a limited number of studies focused on the experiences of students of color in masters level GCE in California. A phenomenological approach was used, and participants included 25 students of color from five GCE programs who were enrolled in terminal master's-level counseling and counseling psychology programs in California State University and California private institutions within the United States. The following three main themes emerged in the findings: (a) The Importance of Social Support, (b) Structural and Interpersonal Racism, and (c) Administrative and Leadership Needs. Implications of findings and recommendations indicate social supports, using a Critical Race Theory pedagogy framework, and administrative and leadership needs help to increase sense of belonging, academic success, and retention for students of color in GCE programs.

12:00-12:25

76516 | *Mother-Child Brain Activity When Co-viewing and Discussing In-Group, Out-Group and Multicultural Preschool Stories: An fNIRS Hyperscanning Study from Singapore*
Atiqah Azhari, Singapore University of Social Sciences, Singapore
Mengyu Lim, Nanyang Technological University, Singapore
Farah Nabilah Binte Abdul Malek, Singapore University of Social Sciences, Singapore
Hui Ping Sherry Chai, Singapore University of Social Sciences, Singapore
Gianluca Esposito, University of Trento, Italy
Annabel Shen-Hsing Chen, Nanyang Technological University, Singapore

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.

13:05-14:45 | Room 321A
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 empower students to effectively plan, monitor, and regulate their 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). QR 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*
Leonard Bernau, Science21 Foundation, Czech Republic
Tomáš Benka, Science21 Foundation, Czech Republic
Filip Paulu, Science21 Foundation, Czech Republic
Stephan Drescher, Science21 Foundation, Czech Republic
Blanka Drescher, Science21 Foundation, Czech Republic
Kamila Podoubska, Science21 Foundation, Czech Republic
Kevin Jagr, Science21 Foundation, 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-dept 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-occurence 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

Psychology and Education

Session Chair: Josefina Ochoa

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
Shanyan 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, devoid 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.

Thursday Onsite Parallel Session 1
Aging and Gerontology
Session Chair: Yinkai Zhang

09:15-09:40

75802 | *Caregiving Intensity and Pre-death Grief Among Chinese Adult Child Caregivers: Mediating Effect of Self-Efficacy and Family Support*
Yiqi Wangliu, The Chinese University of Hong Kong, Hong Kong
Jikang Chen, The Chinese University of Hong Kong, Hong Kong

Few studies have investigated the association between caregiving intensity and pre-death grief among adult child caregivers in mainland China. This study also examined whether self-efficacy and family support played a mediating role in this correlation. A convenience sample of 442 dementia adult child caregivers from Kunming, mainland China was recruited for the study. Data were collected using the Chinese version of the Marwit-Meuser Caregiver Grief Inventory-Short Form (C-MM-CGI-SF), activities of daily living (ADL), instrumental activities of daily living (IADL), supervision task, the Revised Scale for Caregiving Self-Efficacy and the Multidimensional Scale of Perceived Social Support (MSPSS). Linear regression and multiple mediation analysis using Hayes' process model were used to assess the relationship between caregiving intensity and pre-death grief, as well as the mediating role of self-efficacy and family support. The study found that caregiving intensity was positively associated with pre-death grief. Self-efficacy and family support mediated this relationship. Specifically, higher caregiving intensity was linked to decreased self-efficacy and family support, which in turn increased the level of pre-death grief among caregivers. The study provides evidence supporting the link between caregiving intensity and pre-death grief among adult child caregivers of older parents living with dementia in mainland China. Furthermore, it highlights that caregiving intensity prevented self-efficacy and reception of family support, which then increased the perception of pre-death grief. The findings emphasize the necessity for health practitioners to provide targeted interventions on pre-death grief among dementia caregivers and strengthen caregivers' coping resources to reduce their pre-death grief.

09:40-10:05

77202 | *Augmenting Social Protection for Three-Generation Households with Elderly Members in Indonesia: A Policy Analysis*
Darmawan Prasetya, The PRAKARSA, Indonesia
Herni Ramdlaningrum, The PRAKARSA, Indonesia

In Indonesia, the prevalence of three-generation households, driven by strong familial values and a growing elderly population, has positioned the middle generation as a 'sandwich generation.' A survey conducted by The PRAKARSA (2020) revealed that over 70% of elderly respondents expressed a preference for familial care. This presents a policy dilemma: the state bears the responsibility for elderly care, yet must also integrate families into social care provision. While Indonesia has instituted progressive social protection initiatives over the past few decades, focusing on the family as the primary distributor, these programs have not specifically targeted three-generation households with elderly members. Consequently, the burden of caring for the elderly falls on the sandwich generation. This paper elucidates how the state can augment support for three-generation households with elderly members by leveraging existing social protection programs. Through a comprehensive review of literature encompassing program targets, coverage, benefits, and types within the Indonesian context, this study intends to inform the potential refinement of elderly social care policies and practices. By discerning opportunities for enhancement and facilitating greater synergy between existing social protection programs and family-centric care, this research endeavors to enhance the efficacy of elderly care provision for Indonesia's aging population.

10:05-10:30

76667 | *Crowding In or Out: National Public Pension, Inter-generational Contract, and Family Support for Empty-Nest Elderly in Rural China*
Chuanqi Que, The Chinese University of Hong Kong, Hong Kong

Although efforts from state and family are deemed both necessary in building a support system for the ageing population, how national welfare programs such as public pensions would affect family support is often under debate. In rural China, where family support systems are traditionally favored for the elderly, the introduction of public pensions has stimulated similar discussions. Despite the findings in previous studies appears inconclusive of public pensions' crowding-in and crowding-out effects on family support, the explanatory mechanisms of such effects also remain unclear. This study investigates the impact of the New Rural Social Pension Scheme (NRSPI) on family support for empty-nest elderly in rural China through the lenses of inter-generational contract and intimacy. Utilizing panel data from the CLASS 2016 and 2018 surveys, we find the pension receipt encourages bidirectional financial transfers and intimate relationships between generations, thus crowding in children's financial and care support to their empty-nest parents. However, receiving pensions may also discourage parental care support to children and partially crowd out children's financial and care support. Despite this, the crowding-out effect is relatively minor and cannot counteract the crowding-in effects from other pathways. Our findings indicate that national welfare such as pensions can encourage family support through inter-generational contracts and intimacy. During this process, older parents may adapt their exchange strategies by replacing time-consuming care support with downward financial transfer. The policy recommendations for Chinese pension reform and contributions to the debate between national welfare and family support are also discussed.

10:30-10:55

77026 | *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), 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 offer 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

Thursday Onsite Parallel Session 2

Loneliness

Session Chair: Ilze Slabbert

different patterns of support that older adults receive to promote more balanced support across different generations.

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
76896 | *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. Referencing this 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.

13:05-14:20 | Room 608
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

Thursday Onsite Parallel Session 4

Aging and Gerontology

Session Chair: Vincenza Frisardi

15:00-15:25
77742 | *iHealth Screen: Empowering Older Adults and Caregivers Through Mobile Health Screening*
Maggie Fung Yee Wong, The Chinese University of Hong Kong, Hong Kong
Noble Po Ka Law, The Chinese University of Hong Kong, Hong Kong
Jean Woo, The Chinese University of Hong Kong, Hong Kong

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.

15:25-15:50
78851 | *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 top of face-to-face seminar to attract more audiences.
Conclusion: With the prevalence of smartphones in modern centuries, promoting mHealth can enhance accessibility to health information, ultimately improving health literacy within the community.

15:50-16:15
78821 | *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 Schlogl, 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 yeas 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".

Thursday Onsite Parallel Session 1
Psychology, Mental Health & Technology
Session Chair: Bhanu Ranjan

09:40-10:05
78867 | *Mental Health Outcomes of Adult Survivors of Online Sexual Abuse and Exploitation of Children (OSAEC)*
Adesty Dulawan-Ting, University of Santo Tomas, Philippines
Lucila Bance, University of Santo Tomas, Philippines

Online Sexual Abuse and Exploitation of Children (OSAEC) is an emerging global phenomenon that has been increasingly prevalent over the recent years with the Philippines being the epicenter of the supply side since 2016, as reported by UNICEF. Initial reports found adverse mental health impact on child victims. The present study aimed to investigate the enduring impact on adults who have experienced OSAEC in childhood. Utilizing a mixed-method approach, 36 survivors underwent assessment measuring their trauma levels and related psychological outcomes using Post-Traumatic Checklist (PCL-5) and Trauma Symptoms Inventory-2 (TSI-2) coupled with in-depth interviews. Results indicate a mean trauma index of 20.18 which is within the normal range, with significant gender differences (p=0.003) and civil status variations (p=0.015). Mean in suicidality (60.86) and suicidal behaviors (64.31) in TSI-2 suggest problematic manifestations while the rest of the domains fell with in normal range. Significant differences in TSI-2 domains were found across gender (p=.015) and civil status (p=.001). Notably, age and years since victimization correlated with increased trauma and psychological outcomes. The uncovered themes among survivors include challenging adjustment process post-reintegration due to significant life changes; high present instability and vulnerability; persistent trauma symptoms; diminished sense of self; and the vital role of family support and interventions in recovery. The findings underscore that childhood OSAEC victimization has long-lasting effects on survivors' mental well-being. This further affirms the need for evidence-based and tailored-fit interventions addressing these impacts to facilitate the survivors' full healing and recovery.

10:05-10:30
77173 | *Exploring the Impact of Envy as a Moderator Between FoMO and Social Media Fatigue*
Muhammad Nurrifqi Fuadi, Universitas Gadjah Mada, Indonesia

The emergence of various social media platforms with complex features and diverse devices has led to the fear of missing out (FoMO) on using these facilities, ultimately resulting in exhaustion. The fear, anxiety, or worry of missing out on various opportunities and information often drives excessive social media usage. Building on previous research, FoMO is frequently associated with social media fatigue, yet there has been no research to date that considers envy as a moderator. This study aims to examine the relationship between FoMO and social media fatigue moderated by envy among social media users. A survey was conducted using a quantitative methodology with participants aged 18 and above who have a minimum of two accounts. This is based on the fact that social media users in Indonesia are predominantly aged 18 and above, and the wide variety of social media platforms leads individuals to have more than one account. This analysis aims to investigate the impact of the moderation variable using Hayes' PROCESS Model 1 in SPSS 27. The results of this study indicate that malicious envy significantly serves as a moderator between FoMO and social media fatigue, especially in the group where malicious tendencies are at a low level. This is in contrast to benign, which shows not significant. This research is expected to contribute to understanding the dynamics of the emergence of fatigue feelings in using social media and the emotions that exacerbate these feelings of fatigue.

10:30-10:55
77674 | *Transforming Mental Healthcare While Harnessing Artificial Intelligence*
Bhanu Ranjan, SP Jain School of Global Management, Singapore
Rashmi Malpani, SP Jain School of Global Management, Singapore

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 endeavors 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 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.

11:10-11:35

Thursday Onsite Parallel Session 2

Psychology, Mental Health & Physical Well-Being

Session Chair: Predrag Teovanović

78840 | *Health Literacy and Self-Efficacy in Reducing Diabetes Risk: The Moderating Role of Gender*
Naphisabet Kharsati, Indian Institute of Technology, India
Mrinmoyi Kulkarni, Indian Institute of Technology, India

Urbanization in India has led to changes in diets and lifestyles, besides an alarming increase in obesity and diabetes, making it the 'Diabetes Capital of the world.' While the prevalence of such chronic conditions in the northeastern region is on the rise, prevalence of alcohol and tobacco use is highest in the country, increasing the risk and severity of these conditions. The aim of the study was to explore the pathways determining diabetes risk, assessed using the Indian Diabetes Risk Score which was based on age, family history, physical activity, and waist circumference. It was hypothesised that health literacy will influence knowledge and self-efficacy, leading to health behaviours, that will reduce diabetes risk. A cross-sectional survey was conducted among 443 adults in Meghalaya and structural equation modelling was used to test the hypothesised model. The pathways linking health literacy to health outcomes were moderated by gender, and health literacy influenced health behaviours and diabetes risk only among men. Health literacy was also mediated by self-efficacy and health behaviours in determining diabetes risk. The model explained 76.7% and 63.9% of the variance in diabetes risk for men and women respectively. Understanding these pathways is critical for health promotion and in developing a comprehensive program that is gender-specific, focusing on improving health literacy and self-efficacy to effectively reduce diabetes risk. These findings are especially pertinent to the large population of individuals with pre-diabetes in India.

11:35-12:00
77077 | *Intervening for Marital Problems with Indian Couples Using I-ATTACH: Proof of Concept and Effectiveness*
Kamna Chhibber, G. D. Goenka University, India
Anjali Midha Sharan, G. D. Goenka University, India

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.

12:00-12:25
78980 | *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

In my talk, I will discuss two experiments from our lab aimed at evaluating the effects of pharmacological agents on information sensitivity. These studies involved non-clinical participant samples recruited online through Prolific Academic. In the first study (N=1162, 819 males, 328 females, 15 non-binary, avg. age 36.5), half of the participants reported taking sertraline (Zoloft), while the other half did not take any psychiatric medication. We subdivided the sertraline users based on their daily dosage into 4 groups (50, 100, 150, and 200mg/kg). In the second study (N=1583 728 males, 850 females, 5 non-binary, avg. age 42.1), we selected participants according to their tobacco usage (cigarette smoking). All participants completed a scale measuring susceptibility to misinformation, where they assessed the accuracy of true and fake news. We compared results between the sertraline and non-sertraline groups and among tobacco usage groups controlling for education level. Results showed no significant differences in median veracity ratings between the sertraline and control groups. However, those on a 150 mg/day dose of sertraline had significantly higher engagement with both fake and true news. Smoking correlated with a decreased ability to recognize fake news and a reduced capacity to discern truthfulness, with no observed effect on the recognition of true news. In conclusion, this research represents a pioneering effort to explore the potential for pharmacological modulation of vulnerability to misinformation. Ongoing longitudinal studies are needed to clarify the specific and direct causal relationships involved.

12:25-12:50
76425 | *Why Do We Use Traditional, Complementary, and Alternative Medicine Practices? The Role of Personality Traits and Thinking Dispositions*
Predrag Teovanović, University of Belgrade, Serbia
Danka Purić, University of Belgrade, Serbia

The use of traditional, complementary, and alternative medicine (TCAM) practices is growing worldwide. To understand the reasons behind this trend, we explored basic psychological variables such as personality traits and thinking dispositions as predictors of TCAM use. A sample representative of the Serbian adult population (N = 1003; 57.6% female; age range: 18-75) completed: 1) TCAM-22, a comprehensive checklist for indicating lifelong use of 22 TCAM practices such as acupuncture, use of herbal products, meditation/mindfulness, and prayer for own health, 2) HEXACO personality inventory, 3) DELTA inventory assessing the additional personality trait of Disintegration - a tendency towards psychotic-like experiences, 4) REI-8 assessing rational and experiential thinking styles, and 5) the Cognitive Reflection Test (CRT). An average participant used eight TCAM practices during their lifetime (M = 7.92), but there was also a considerable level of variability in TCAM use (SD = 3.30). Personality traits and thinking dispositions were significant predictors of TCAM use, $F(10, 992) = 10.70$, $p < .001$, explaining 9.7% of its variance. More use of TCAM was best predicted by high experientiality ($\beta = .16$) and high Openness ($\beta = .14$), followed by high Emotionality ($\beta = .12$) and Disintegration ($\beta = .11$), with low Honesty-Humility ($\beta = -.09$) and low cognitive reflection ($\beta = -.06$) also contributing to the prediction. Our results suggest that thinking styles and personality traits may play a significant role in the choice of medical treatment and should thus be taken into consideration when planning healthcare strategies.

13:05-14:20 | Room 609
Thursday Onsite Parallel Session 3
Psychology & Self-Consciousness
Session Chair: Naqeeb Hussain Shah

13:05-13:30
76427 | *Shifting Among Asian American Women*
Christine Ma-Kellams, San Jose State University, United States
Glenn Gamst, University of La Verne, United States
Leticia Arellano-Morales, University of La Verne, United States

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.

13:30-13:55
77076 | *Appearance-Related Self-Conscious Emotions and Self-Esteem in Healthy Adult Women*
Anna Brytek-Matera, University of Wroclaw, Poland
Katarzyna Czubak-Paluch, The John Paul II Catholic University of Lublin, Poland
Magdalena Razmus, Maria Curie- Sklodowska University, Poland

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.

13:55-14:20
56381 | *The Effect of Socio-economic Indicators on Self-esteem in the Elderly*
Naqeeb Hussain Shah, Kohat University of Science & Technology, Pakistan
Mohammad Shafiq, Kohat University of Science & Technology, Pakistan
Shakil Ahmad, Comsat University, Pakistan
Samiullah Paracha, University of Sunderland, United Kingdom

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:3.27, 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*
Chiung-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
Wanzi 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 sudden illnesses, 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, emphasizing the importance of preventive measures, timely medical interventions, and proactive legal responses to enhance the overall quality of care provided by elderly care institutions.

Thursday Onsite Parallel Session 1

Teaching Experiences, Pedagogy, Practice & Praxis

Session Chair: Benjamin Tatira

09:15-09:40

77269 | *Use of Mobile Technology in the Teaching and Learning Process in Precalculus*
Jay-R Leonidas, Mother Theresa Colegio de Iriga, Inc., Philippines
Jayson Lucilo, Bicol University, Philippines

The K-12 Curriculum in the Philippines shed light to mathematics education 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 11 Science, Technology, Engineering, and Mathematics (STEM) students at Central Bicol State University of State University of Agriculture for the academic year 2018-2019. This study found that there is a significant difference between the competency levels of students along conceptual understanding and procedural skills prior and after the conduct of lessons developed. Also, it disclosed that the use of mobile phone applications had positive effects to students' attitudes towards Precalculus. Thus, the use of mobile phone applications in teaching Precalculus can enrich students' understanding of concepts and procedural skills (solving and graphing skills) and can increased students' motivation, self-confidence, and enjoyment in dealing with Precalculus.

09:40-10:05

77551 | *An Exploration of Students' Understanding of Quadratic Functions and Equations and Their Different Representations*
Jose Miguel Oracion, Ateneo de Manila University, Philippines

Quadratic functions and equations (QFE) are fundamental concepts in secondary school mathematics as well as essential in other fields such as Physics, Engineering, and Design mainly for its practicality in solving many word problems and for modelling real-life situations (Didis and Erbas, 2015). Although the role of multiple representations of concepts in learning mathematics has received a lot of attention in recent decades, there has been limited research on how and in what ways topic-specific multiple representations of mathematics concepts support understanding and learning. This qualitative study investigated 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.

10:05-10:30

76736 | *Standard Inverted Classroom: Student's Mathematics Performance and Motivation*
Hermae Joyce Toraja, Holy Name University, Philippines

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.

10:30-10:55

76668 | *Schema Development in Application of Integration: The Case of Kinematics*
Benjamin Tatira, Walter Sisulu University, South Africa

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.

11:10-12:25 | Room 702
Thursday Onsite Parallel Session 2
Teaching Experiences, Pedagogy, Practice & Praxis
Session Chair: Stefania Morsanuto

11:10-11:35
76406 | *Good Methods Could Predict the Future: We Discussed the Teaching Methods of Rural Teachers in Taiwan*
Jen-Chia Chang, National Taipei University of Technology, Taiwan
Sheau-Feng Lin, National Taipei University of Technology, Taiwan

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.

11:35-12:00
78808 | *The Role of Teacher's Knowledge in Promoting Task-Technology Fit for Early Childhood and Inclusive Technology-Based STEM Instruction*
Arkhadi Pustaka, Sampoerna University, Indonesia
Christianus I Wayan Eka Budiartha, Sampoerna University, Indonesia
Ibifuro Ken-Giami, Centre for Economic and Leadership Development, United Kingdom
Sarinova Simandjuntak, Anglia Ruskin University, United Kingdom

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.

12:00-12:25
76521 | *Presentation of an Integrated Observation and Planning Tool 0–6 Years – 'POSI' Method and Exploratory Analysis*
Stefania Morsanuto, Pegaso University, Italy
Francesco Peluso Cassese, Pegaso University, Italy
Pierpaolo Limone, Pegaso University, Italy

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.

12:55-14:45 | Room 702
Thursday Onsite Parallel Session 3
Teaching Experiences, Pedagogy, Practice & Praxis
Session Chair: Hiroko Hara

13:05-13:30
79009 | *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
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.

13:30-13:55
78919 | *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 from various types of education field and types of 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.

13:55-14:20
75274 | *Performance Trend Analysis of Bottleneck Modules in Higher Education: A Case Study*
Mashango Phillemon Sithole, Mangosuthu University of Technology, South Africa
Phiwayinkosi R Gumede, Mangosuthu University of Technology, South Africa

It is a common cause in higher education that modules with high failure rates hinder students' academic progress, increase attrition and the risk of dropouts. As such, perpetual challenges related to bottleneck subjects or modules, which are courses that experience a high failure rate, continuously place students at a higher propensity to fail and serve as a barrier to progression for students. In an ever-evolving educational landscape, universities face the challenge of efficiently managing their resources and optimising academic programs to meet the demands of students and industry. The current paper focuses on the performance trend analysis of bottleneck modules at the University of Technology (UoT), aiming to identify trends and address the modules that consistently underperform at <50%. The study adopts a quantitative approach, utilising historical data on module pass rates and student performance from 2019 to 2023. Various statistical techniques, such as trend, correlation, and regression analysis, are employed to explore the trends and the relationship between module performance and student outcomes. The data is collected over a five-year period, enabling a comprehensive analysis of trends and patterns. The findings reveal significant variations in module performance across different departments and academic levels. Several modules are identified as consistent bottlenecks, negatively impacting student progression and completion rates. The analysis also highlights potential factors influencing module performance, including teaching methods and course structures. Based on the research outcomes, evidence-based recommendations are provided to the faculties to improve module performance and alleviate bottlenecks.

14:20-14:45
78652 | *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.

15:00-16:40 | Room 702
Thursday Onsite Parallel Session 4
Primary & Secondary Education
Session Chair: Ki-Sang Song

15:00-15:25
76597 | *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 become 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.

15:25-15:50
76794 | *Interactive Multimedia Learning, an Instructional Technology Innovation to Improve Elementary School Students' Understanding*
Tri Wardati Khusniyah, Universitas Negeri Yogyakarta, Indonesia

This research aimed to: 1) develop interactive multimedia learning to improve elementary school students' understanding in The Solar System materials 2) reveal the feasibility of the developed interactive multimedia learning, 3) reveal the effectiveness of the developed interactive multimedia learning in improving elementary school students' understanding in The Solar System materials. This research and development consisted of planning, design, and development phases. The product test consisted of the product's feasibility tests are alpha test and beta test, and the product's effectiveness test. The data were collected through interview, questionnaire, rating scale, and test. The data were analyzed through qualitative descriptive and quantitative techniques. The product of this research is an interactive multimedia learning application for The Solar System materials in elementary school. The developed is proved to be highly feasible to improve students' understanding of Solar System materials in terms of media aspects, material aspects, teacher and students' responses. The developed interactive multimedia learning also has a high level of effectiveness in improving students' understanding gain score of 0.722.

15:50-16:15
78832 | *Problems Preventing Effective Use of Teaching Materials in Physics Education in Afghan Secondary Schools*
Mohammad Salim Hakimzai, Naruto University of Education, Japan
Yukio Terashima, Naruto University of Education, Japan

The utilization of appropriate teaching materials is crucial for enhancing students' engagement and understanding in the complex subjects of physics. Since 2001, although most of the physics laboratories at secondary schools in Afghanistan are well equipped with teaching materials, most of them are still unutilized effectively. The objectives of this research are identifying specific challenges that hinder the proper utilization of teaching materials with their significance, and proposing practical solutions based on the evidence toward relevant educational stakeholders and policymakers to develop awareness for improving the quality of physics education in Afghan secondary schools. Our research employed a mixed-method approach combining quantitative questionnaires and qualitative interviews with secondary school students, physics teachers, lab technicians, and school principals of ten secondary schools. Data collection involved assessing the availability of teaching materials and identifying barriers to their effective utilization. The findings present various problems from different perspectives as follows: the teachers ignore students' practical activities and prioritize implementation of teacher-based annual plans and completing the curriculum, the lab technicians have heavy busy load of teaching, and the school principals struggle several shifts and lack of budgets at schools. Addressing these issues necessitates effective collaboration among stakeholders to enhance productive learning environment. From our findings, we suggest some practical solutions. These include implementing capacity-building programs for teachers, making each textbook function for one educational year, reducing the workload for lab technicians, and allocating a specific budget for school laboratories by the science center of Ministry of Education.

16:15-16:40
77574 | *Implementing ICT Subject Teaching of Lower Secondary Education in Cambodia Through International Cooperation*
Ki-Sang Song, Korea National University of Education, South Korea

As ICT technologies are changing rapidly and their economic and social impact is growing, many countries are incorporating ICT or informatics education into their formal curricula. Although many countries know the importance of introducing informatics education to students as early as possible, several challenges must be overcome to implement ICT education in the regular curriculum. The main obstacles are the availability of teachers who can teach ICT subjects, the availability of classrooms with ICT equipment, and the availability of relevant textbooks. Funded by the Korea International Cooperation Agency (KOICA), Cambodia tries to implement the ICT curriculum into Cambodia's general lower secondary education curriculum to promote information and communication technology (ICT) and informatics education in the lower secondary education system and improve teachers' ICT subject teaching skills. In this paper, the detailed projects such as empowering teacher educators who train pre-service teachers for 2 years, improving the current ICT curriculum, developing textbooks for Grades 7 to 9, and pre-service training institutions, improving the ICT teaching environment, and supporting ICT-leading schools in four provinces are explained. The unique feature of this official development assistant (ODA) project is engaging with the Cambodia Ministry of Education, Youth, and Sport (MoEYS) curriculum to create an enabling environment for teaching a particular subject. Also, this paper describes how the ITU ICT SDG indicators, such as Indicator 4.4.1 on Skills for a Digital World, are utilized to measure the success of this project. Several issues related to the culture and context of the beneficiary country are described for similar projects in different countries and contexts.

Thursday Onsite Parallel Session 1

Innovation & Technology

Session Chair: Rebecca Tolentino

09:15-09:40
78469 | *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
78110 | *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 evolution of time. 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
79123 | *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 (x), 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
78753 | *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.

Thursday Onsite Parallel Session 2

Innovation & Technology

Session Chair: Shin Yee Wong

11:10-11:35
76520 | *Preserving Academic Integrity in the Age of AI*
Afifah Afifah, State University of Yogyakarta, Indonesia

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.

11:35-12:00
74907 | *Enhancing Deviation Management Education in Engineering: Leveraging Generative AI for Deviation Scenario Generation*
Shin Yee Wong, Singapore Institute of Technology, Singapore

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.

12:00-12:25
77085 | *Adaptation and Validation of an Instrument to Measure Hong Kong College Students' Attitudes Toward the Ethics of Artificial Intelligence*
Haining Gao, The Chinese University of Hong Kong, Hong Kong
Wing Yan Vivian Lee, The Chinese University of Hong Kong, Hong Kong
Jiajing Li, The Chinese University of Hong Kong, Hong Kong

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.

Thursday Onsite Parallel Session 3

Innovative Technologies in Education

Session Chair: Joy Talens

13:05-13:30

76823 | *Technology, Education, and Quality: A Study on Online vs. Traditional Teaching/Learning, Implications for Higher Education*

Mohammed Awal Iddrisu, Universiti Tunku Abdul Rahman, Malaysia
Abdelhak Senadjki, Universiti Tunku Abdul Rahman, Malaysia
Samuel Ogbeibu, University of Bradford, United Kingdom
Mourad Senadjki, Ouled Haddadj, Boudouaou, Algeria

The constraints in educational infrastructure have posed significant challenges to the advancement of Online Teaching/Leaning (OTL). These limitations have raised questions about the quality of education, which has become even more pertinent in deprived rural communities. This study seeks to examine the substantial impact of both OTL and Traditional Teaching/Learning (TTL) on attaining higher education learning objectives within the context of the pandemic. It aims to assess how these teaching/learning methods influence the quality of tertiary education, and uncover the factors that are currently driving the preference for OTL over traditional methods in the face of the pandemic's unique challenges. This study adopted a qualitative research design, applying individual interview sessions that assimilate (No. of audiences=42). The target audience includes Lecturers, Tutors, and Academicians. Data is transcribed verbatim and analysed thematically. OTL enhances the technical skills of lecturers and students, in a different dimension of expansive teaching and learning skills. Thus, enabling adequate flexibility in the learning experience. However, the adjustment on OTL reveals that most educators and students are not fully equipped with the technology, especially in the rural district. It deduced that factors including ICT infrastructure, resource development and technical efficiency positive influence learning outcome while inadequate learning infrastructure negative impact learning outcome. In the future, the adaptation of OTL will significantly increase, therefore, ensuring the development of adequacy and expansion of ICT infrastructure in all educational institutions developing economy like Malaysia is essential to enhance higher education learning outcome.

13:30-13:55

78338 | *SMART Measuring Device: Utility Model For School Laboratories*

Marian Jeong, University of San Agustin, Philippines

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.

13:55-14:20

79023 | *Effects of Four-Axis Joystick Device Interactive Technology on Children with Special Needs*

Rou-Rou Sung, National Cheng Kung University, Taiwan
Wei-Jen Chen, National University of Tainan, Taiwan
Chun-Chia Chen, National University of Tainan, Taiwan
Chien-Yu Lin, National University of Tainan, Taiwan

In recent studies, employing self-made assistive technology as a resource in special education stands out as a crucial intervention for children with special needs. This study suggests creating an interactive tool intended to serve as an educational interface for children with diverse disabilities. The participants in this study were three children with cerebral palsy, multiple disabilities, and learning disabilities. This study uses a four-axis joystick device with multimedia and programming software to develop an interactive feedback interface to promote movement training and learning motivation of students with special needs. Utilizing this device, which involves a joystick, a self-modeled laser-cut wooden box, and connection to the Printed Circuit Board Assembly for its operation, enables a computer, tablet, or mobile phone connection. Ultimately, using this customized interactive technology involves utilizing multimedia platforms or program software to cater to the specific needs of children with special requirements. This aids in facilitating physical or learning training for children with special needs. Through the case study paradigm, we can understand the training effectiveness of children with different needs, including the effectiveness of the upper limb fine motor training process and learning outcomes. It collects professional advice and feedback from special education teachers and parents, concluding with a discussion of the study's findings.

14:20-14:45

77677 | *Development and Validation of a Scale on Optimizing Assessment Activities with Digital Technology Integration Towards Transformational Learning*

Joy Talens, De La Salle Lipa, Philippines

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.

Thursday Onsite Parallel Session 4

Teaching Experiences, Innovation & Technology

Session Chair: Chinshan Kuo

15:00-15:25
78015 | *The Impact of AI in Interior Design Education: Take the Use of Evolvelab Veras in Design Studio Course as an Example*
Min-Chia Young, Shu-Te University, Taiwan

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.

15:25-15:50
78991 | *Science Teachers' Perceptions on the Usage and Effectiveness of Technological Applications (TApps) in Teaching*
Jayson Abareta, De La Salle University, Philippines
Maricar Prudente, De La Salle University, Philippines

The way students learn could 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.

15:50-16:15
78088 | *Systematic Review of the Potential Benefits and Threats of ChatGPT in Physics Education: A PRISMA-Based Approach*
Isalyn Camungol, De La Salle University and Colegio de Muntinlupa, Philippines
Lydia Roleda, De La Salle University, Philippines

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.

16:15-16:40
78148 | *Application of 3D Printing and Augmented Reality in Experimental Course of Oral Anatomy*
Chinshan Kuo, Tri-Service General Hospital, Taiwan

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.

09:15-10:55 | Room 707
Thursday Onsite Parallel Session 1
Learning Experiences, Student Learning & Learner Diversity
Session Chair: Kyoko Hombo

09:15-09:40
78810 | *Learning to Think Critically: 'A-ha' Moments and Influences for Australian and Chinese Students*
Melissa Tomlins, The University of Queensland, Australia

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 'a-ha' 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.

09:40-10:05
79022 | *Confidence in the 21st Century Skills Among Senior High School Students in the Philippines*
Joel Cebrero, De La Salle University-Manila, Philippines

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.

10:05-10:30
78809 | *Australian and Chinese Students' Critical Thinking Out Loud: Voice in Academic Writing*
Melissa Tomlins, The University of Queensland, Australia

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.

10:30-10:55
78893 | *Enhancing Research Communication Skills of Biomedical Science Graduate Students Through Entrepreneurial Activities*
Kyoko Hombo, Osaka University, Japan

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
Lidya Agustina, 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

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 Ackaradejruangsri, 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 have 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 used are motion and forces 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.

13:05-14:20 | Room 707
Thursday Onsite Parallel Session 3
Learning Experiences, Student Learning & Learner Diversity
Session Chair: Lani San Antonio

13:05-13:30
78598 | *The Effect of Online Learning on Students' Academic Performance: A Case Study of Accounting Students in Indonesia*

Lidya Agustina, Maranatha Christian University, Indonesia
Setin Setin, Maranatha Christian University, Indonesia
Meyliana Meyliana, Maranatha Christian University, Indonesia
Surya Setyawan, Maranatha Christian University, Indonesia
Kartika Imasari, Maranatha Christian University, Indonesia
Hendra Bunyamin, Maranatha Christian University, indonesia

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 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.

13:30-13:55
74125 | *Motivation, Attitudes and Language Learning Strategies Use in Online Language Learning During the Covid-19 Pandemic*
Kasumi Arciaga, Utsunomiya University, Japan

In 2020, a world-wide 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.

13:55-14:20
79071 | *Bridging the Gap: Using Photovoice to Understand First Year Students Experience with Online Learning in the UAE*
Lani San Antonio, Zayed University, United Arab Emirates
Joshua Kolapo, Zayed University, United Arab Emirates

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.

15:00-16:40 | Room 707

Thursday Onsite Parallel Session 4

Education & Society

Session Chair: Ma. Josephine Therese Emily Teves

15:00-15:25
77633 | *Digital Inclusion at the Intersections: Exploring Self as Agent of Social Justice*
Katy Campbell, University of Alberta, Canada

Global implementation of digital technologies has been increasing steadily since the turn of this century. While this transformation has benefitted many sectors, including higher education, equitable access to digital technologies 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.

15:25-15:50
78236 | *Instrumentalisation and Exploitation of Accountability in the Education Sector*
Jinru Huang, University of Leeds, United Kingdom

Accountability is a buzzword that has been promoted as a golden concept and incorporated into the reform agenda of many governments in recent years as a panacea for overcoming underperformance in their education sectors. The Global Education Monitoring Report (GEMR) 2017/8 has made 'accountability' in education the key word of the year, advocating internationally for robust accountability systems. However, few studies have considered the inherent political attributes of the concept of accountability while arguing for greater accountability, thereby overlooking the enormous impact of different political contexts on understanding and interpreting the concept. Employing a critical perspective based on a conceptual framework which incorporates ideas of authoritarianism, governmentality, and public administration, this paper recognises accountability as a disciplinary technology that reinforces authoritarian governance. It further discerns the subtle difference between 'good governance' and 'effective governance', shedding light on how accountability serves different purposes within diverse political landscapes. Examining education for ethnic minorities (mainly Hui Muslims) in Ningxia Hui Autonomous Region, China, this paper underscores how teachers and school leaders internalise party ideology while simultaneously interpreting and adapting policies. The paper contributes to understanding China's approach to education governance, and it offers a new lens through which to comprehend the intricate tapestry of accountability and governance within authoritarian regimes.

15:50-16:15
78363 | *Exploring Teachers' Bản Sắc (Identity) in a Collective Society in the Context of Postcolonial Education Reform*
Thao (Jessie) Du, Maynooth University, Ireland

In 2012, the Vietnamese government issued education reform policies with an emphasis on international integration and global standards. Since 2018, the country has witnessed a rapid growth of international schools by 70% (ISC, 2023) and a division in the education landscape with two parallel sectors - public schools and international schools. Post-colonial theorists have referred to this situation as the new wave of imperialism (Nguyen and Nguyen, 2017; Tanu, 2017). This comparative study aims to explore how Vietnamese teachers in each sector perceive their bản sắc (identity) in such a context by using qualitative methods including semi-structured interviews, focused group discussion, and observation. These questions guide the research:
- How do Vietnamese teachers perceive their bản sắc in the classroom, the school, the education community, and the macro society?
- How does postcolonial education reform influence the formation of teachers' bản sắc?
This paper focuses on the conceptualisation of teachers' bản sắc and its application to the interview data analysis. By focusing on the "self" in collective cultures and critically incorporating socio-constructivist theories of identity (i.e., Wenger, 1998; Erikson, 1980), I conceptualise teachers' bản sắc as: a dynamic ongoing process and a socially constructed phenomenon of who they are as shaped and reshaped by the social interactions within the social contexts when playing the teacher role in Vietnamese society. Bản sắc is conceptualised in three intertwined domains: temporal, social, and spatial. This conceptual framework is utilised to analyse interview data from 7 international school teachers and 7 public school teachers.

16:15-16:40
79118 | *Governmentality in the Context of a British-Funded Activate Bangsamoro 1 Project in the Bangsamoro Autonomous Region in Muslim Mindanao, Philippines*
Ma. Josephine Therese Emily Teves, University of the Philippines Manila, Philippines

Recent studies have focused on the role of aid in financing social reform and community development programs in the Philippine rural areas. This study contributes to this literature by demonstrating how British donors, implementing agencies, and local civil society organization partners facilitated the British-funded Activate Bangsamoro 1 project. This initiative aims to inform and engage voting-age citizens in Bangsamoro Autonomous Region for Muslim Mindanao in the Philippines regarding their newly established parliament, its powers, and structures. Further, it presents various opportunities for active citizenry under the new parliamentary system. Drawing on Michel Foucault's governmentality, the paper scrutinizes processes and interactions within the management stages of the social reform and community development project. It examines the impact of the completed project among youth stakeholders. It argues that while the social reform and community development project fostered mutual understanding and beneficial relationships among civil society organizations, local politicians accrued more significant advantages. Consequently, the youth stakeholders clamor for further support to maximize project benefits.

Thursday Onsite Parallel Session 4

Professional Development in Higher Education

Session Chair: Manzoor Hussain

09:15-09:40
76254 | *Teacher Digital Competence Research Trends: A Bibliometric Review*
Senita Butar Butar, Universitas Pendidikan Indonesia, Indonesia
Respita Haniva, Universitas Pendidikan Indonesia, Indonesia
Hari Mulyadi, Universitas Pendidikan Indonesia, Indonesia

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, assesment, dan evaluatin; 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.

09:40-10:05
78515 | *Teachers' Perceptions Toward Research Literacy in Their Continuing Professional Development*
Santri Emilin Pingsaboi Djahimo, Nusa Cendana University, Indonesia

Teachers' Continuing Professional Development (CPD) is essential as it's a crucial way for upgrading their teaching standards and skills. Many activities regarding CPD practices can be implemented by teachers, not only to maximize their potential but also to enhance their skills and abilities. One of the activities that should be conducted by professional teachers to contribute insights to the improvement of their teaching competencies is researching, which ultimate goal is basically to evaluate the teaching and learning process in the classroom. In line with the importance of research for teachers, this study attempts to investigate their perceptions toward research literacy in their CPD. 30 EFL teachers in the Province of East Nusa Tenggara, Indonesia have been randomly selected to participate as the respondents in this study. Based on the results of questionnaire, interview, and Focus Group Discussion, the research reveals that all teachers are aware of how important and necessary CPD is for them. Unfortunately, most of them have more or less similar common issues toward implementing CPD activities, particularly, research activity, such as tight teaching schedule, budget constraints, less of motivation and support, and beliefs and attitudes toward research in particular and CPD in general. All the previously mentioned issues have critically affected not only teachers' research literacy but also the overall implementation of CPD.

10:05-10:30
78930 | *Where Do We Start: Developing a Global Issues in Special Education Curriculum for Preservice Teachers*
Linda Oshita, University of Hawaii at Manoa, United States

According to the Asia Society and the Council of Chief State School Officers (n.d.), global competence is the "capacity and dispositions to understand and act on issues of global significance".The Longview Foundation (n.d.) defines it as "a body of knowledge about world regions, cultures, and global issues and the skills and dispositions to engage responsibly and effectively in a global environment".To meet the needs of an increasingly interconnected world, it is critical that teachers demonstrate global competence (Ramos, Wolf, & Hauber-Özer, 2021; Zhao, 2010). Additionally, special education teachers must understand how global issues intersect with disability rights and related issues.To that end,teacher educators are responsible for creating a meaningful special education global issues curriculum to prepare preservice teachers for the demands of diverse classrooms and schools. In this presentation, the presenter, a special education teacher educator, will discuss: (1) the process for developing a special education global issues curriculum that aligns with the United Nations Sustainable Development Goals (SDGs) and the Organization for Economic Co-operation and Development OECD objectives; (2) pedagogical approaches and strategies considered for this curriculum; and (3) approaches to assessment of global awareness competencies. Participants will learn how a special education teacher preparation program is preparing their preservice teachers for global competence.

10:30-10:55
77152 | *The Impact of School Management on Teachers Performance at Secondary Level*
Mudassar Iqbal, Pakistan Islamic Model School, Pakistan
Manzoor Hussain, Pakistan Islamic Model School, Pakistan

The aim of this study was to investigate the Impact of the Performance Management System on teachers' Efficiency in private high schools in the district of Gujranwala. We will examine to what extent the role of school management influences motivates them and polish them for working in the Education sector The model of the study was descriptive and quantitative in nature and 05% of private high schools in the district of Gujranwala were selected randomly out of 250 total registered private high schools. To analyze the data Pearson Correlation Coefficient and Regression test were run on the data. From the analysis of the information, it was found that the Performance Management System has a positive and significant impact on teachers' efficiency. The validity of data was authenticated thus the relationship between management effectiveness and teacher skillfulness is highly complex and should be subject to further research While conducting this study the responses of the respondents were average due to lake of knowledge of filling questionnaires and also due to the internal policy of the schools. Hence the topic is highly research interest in the current era the implication of the research is private high schools in the district of Gujranwala.

Thursday Onsite Parallel Session 4

Higher Education

Session Chair: Jen-Chia Chang

11:10-11:35

78531 | *Cross-Discipline Investigation of the Relationship Between Self-Efficacy, Learning Agility, the Use of E-resources, and Student Performance*

Meyliana Meyliana, Maranatha Christian University, Indonesia
Hendra Bunyamin, Maranatha Christian University, Indonesia
Lidya Agustina, Maranatha Christian University, Indonesia
Se Tin Se Tin, Maranatha Christian University, Indonesia
Surya Setyawan, Maranatha Christian University, Indonesia
Kartika Imasari Tjiptodjojo, Maranatha Christian University, indonesia

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 hyphotized 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.

11:35-12:00

76439 | *Motivation to Continue Higher Education: Turning LPDP Scholarship Awardees' Views into Multi-Item Education Policy Recommendations*

Indri Islamiati, Gadjah Mada University, Indonesia
Marzuki Marzuki, Gajdah Mada University, Indonesia

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 scales, these subjective views can be objectified and hence be useful to 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.

12:00-12:25

75731 | *Which Background of University Students Have More Higher Entrepreneurial Intentions after Receiving Entrepreneurship Education?*

Jen-Chia Chang, National Taipei University of Technology, Taiwan
Ming-Rou Wang, National Taipei University of Technology, Taiwan

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.

13:05-14:45 | Room 708
Thursday Onsite Parallel Session 4
Lifelong Learning & Resiliency in Education
Session Chair: Xiao Fang Bi

13:05-13:30
78014 | *Education as a Rehabilitation Tool for Incarcerated People*
Saowathan Phoglad, Thammasat University, Thailand

Following the new paradigm of working with people during incarceration, rehabilitation programs have replaced the retributive or deterrence perspective, which is the old way to punish criminals. The method of punishment in the form of rehabilitation focuses on changing the offender's behavior to become a good person and the conscience not to repeat the same offense and be able to return to society and live according to social norms. In addition to restricting certain rights and freedoms (such as being detained in prison), this is an essential punishment for criminal acts. Those entering the punishment and rehabilitation process must have adequate training to enable them to return to their everyday lives, such as education, vocational training, and psychological treatment to avoid feeling Low self-worth from being judged and punished. The correctional system in Thailand not only uses education programs to improve inmates' literacy but also provides programs to support the idea of rehabilitation punishment. The research presented that prisoners who attended the educational programs (formal education, non-formal education, and informal education) and vocational education will improve their life skills and self-esteem and be ready for release without turning back to criminal pathways. However, the responses of prisoners about the educational programs in prisons in Thailand are limited to programs and teachers, including the differences in gender characteristics, which the Thai correctional systems and related government sectors should be concerned about in the future.

13:30-13:55
78749 | *Necessity and Contingency in Teaching and the Aspect of Resilience*
Wilfried Swoboda, University College of Teacher Education Vienna, Austria
Rolf Laven, University College of Teacher Education Vienna, Austria

As soon as a barrier-free environment goes beyond general access for pushchairs and wheelchairs, it collides with the structures and processes of modern societies. The members of such a society must not only know and master its conventions, they must also be able to deal with deviations and leaps that may appear coincidental. If a person wants to stand between necessity and chance, he or she must understand structural transformations just as much as suddenly changing circumstances. School teaching, on the other hand, is a more or less successful, goal-orientated enactment between teachers and learners based on social interaction and linguistic understanding. This raises the question of whether this staging requires a pedagogical necessity consisting of purely calculable teaching routines, or in other words, whether it lacks a contingent constitution of pedagogical action or its embedding of contingency in its contextualisation. The presentation examines the aspect of resilience in terms of how schools deal with necessity and contingency and searches for ways of acting in everyday teaching. The interdisciplinary use of arts education will be analysed using the example of drama education. Along the research project "Academy for creative, innovative and inclusive schools" (2023-2026) within the European Erasmus+ Teacher Academies, areas of the dialogical practice of learning in drama education will be explained. The presentation will give an insight into the project design and show the first steps and next expectations of the project.

13:55-14:20
77315 | *Never Too Old to Learn: Lifelong Learning Strategies for Volunteers of Digital Art Exhibition*
Yu-Chuan Cheng, China University of Technology, Taiwan
Chih Yi Hsu, China University of Technology, Taiwan
Yuan Hsun Chuang, China University of Technology, Taiwan

In 1972, United Nations Educational, Scientific and Cultural Organization (UNESCO) introduced the "Faure Report-Learning to Be" which emphasized lifelong education as the primary goal of education. Lifelong learning strategies become significant that tackle the challenges, impacts and changes facing the emerging information society. In Taiwan, volunteer group is one form that provides adults lifelong learning recurrently. In this paper, learning strategies for volunteers of digital art exhibition is concerned. Technology-based art is now featured in many exhibitions due to its growing popularity. However, the volunteers working at such digital art exhibitions are often amateurs or retirees in reality. They are usually unfamiliar with operations of digital devices and equipment, the essence of modern art, and the ways to appreciate digital artworks. All these difficulties make it way more challenging for them to provide visitors with proper guidance and services. This study explores volunteers' willingness to participate, current involvement, and challenges encountered in digital art exhibitions. Six interviews were conducted with exhibition staff, volunteers, artist, and visitors from 241 Art Space in Taiwan to illustrate their volunteering experiences. According to the interviews, collaborative learning is suggested as a strategy. It allows volunteers to learn together, engage emotionally, and better understand digital art. The process also makes it easier to turn artistic ideas into tangible content and boosting volunteers' confidence. The conclusion drawn from this paper can be applied to various kind of volunteer groups for lifelong learning.

14:20-14:45
75016 | *Designing Productive Failure (PF) in Adult Learning: Benefits and Challenges*
Xiao Fang Bi, Singapore University of Social Sciences, Singapore
Michael Choy, Tech Tree, Singapore
Nilanjana Saxena, Singapore University of Social Sciences, Singapore
Soo Kheng Sim, 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 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.

Thursday Onsite Parallel Session 4

Professional Development & Concerns in Education

Session Chair: Hyunwoo Yang

15:00-15:25
77893 | *Facilitator Training for Interdisciplinary Project Based Learning: A Professional Development Case Study*
Russell Hazard, Beijing Aidi Teaching, Learning, & Innovation Center, China
Liu Li, NIT Education, China

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 reflective cycles interspaced with taking the role of students in the program they would later be teaching. Data were collected though 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.

15:25-15:50
74314 | *Training Needs Assessment: Basis for the Development of Training Programs for Employees in a Public Higher Institution*
Jeah May Badeo, University of the Philippines Manila, Philippines
Janelle Gabion, University of the Philippines Manila, Philippines
Jorel Manalo, University of the Philippines Manila, Philippines
Richard Javier, University of the Philippines Manila, Philippines
Arlene Samaniego, University of the Philippines Manila, Philippines

This research assessed the training needs of employees at the University of the Philippines Manila (UPM) to prepare a comprehensive plan and program intervention for the 2023 training calendar. The study employed a quantitative survey method in assessing employees' needs across different colleges, units, and offices using a training needs assessment (TNA) survey. A total of 382 employees were surveyed regarding their needs to enhance their core, technical, leadership, and job-specific competencies. Results showed that based on the varying degree of necessity, all the training programs in the training needs assessment survey were considered needed by the employees. Twelve training programs were proposed in the 2023 training calendar as a result of this TNA. Three programs for improving core competencies, four programs for technical competencies, two programs for leadership competencies, and three programs for job-specific competencies. Specifically, the training focus on Stress Management, Handling Complaints and Grievances, and Safety and Emergency for core competency; Written and Spoken Communication, Google Workspace/Microsoft Office Applications, Data/Records Management for technical competency; Succession Planning and Managing People for leadership competency; and Procurement, Research Skills, and Creative Design Training for job-specific competency. This TNA survey is essential to identify skill gaps, set priorities, and tailor training programs suitable to the needs of UPM employees.

15:50-16:15
74495 | *Workplace Bullying Among Employees of a Public Higher Education Institution*
Jorel Manalo, University of the Philippines Manila, Philippines
Carl Abelardo Antonio, University of the Philippines Manila, Philippines
Jonathan Guevarra, University of the Philippines Manila, Philippines
Arlene Samaniego, University of the Philippines Manila, Philippines
Richard Javier, University of the Philippines Manila, Philippines
Rhenea Anne Cengca, University of the Philippines Manila, Philippines

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.

16:15-16:40
79063 | *Associations Between Time Spent Communicating with Parents and Teachers' Self-Efficacy and Stress, and the Role of Professional Development*
Hyunwoo Yang, The Chinese University of Hong Kong, Hong Kong
Haram Jeon, Chonnam National University, South Korea

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.

Notes

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.

Friday Online Parallel Session 1

Learning Experiences, Student Learning & Learner Diversity

Session Chair: Yajuan Xiang

09:00-09:25

78275 | *Empowering Indigenous Parental Engagement: Unleashing the Potential of Technology for Culturally Responsive Home-School Partnerships – from Essentials to Advanced Functionalities*
Murni Sianturi, The University of New South Wales, Australia
Jung-Sook Lee, The University of New South Wales, Australia
Therese M. Cumming, The University of New South Wales, Australia

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.

09:25-09:50

78200 | *Commercialised Education and Sustainability: Examining the Hidden Costs of Shadow Education on Students' Psychological and Cognitive Well-Being in India*
Deeksha Sharma, Panjab University, India
Guru Trisha Singh, Swami Vivekanand College of Education, India
Satvinderpal Kaur, Panjab University, India

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 diminishing (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.

09:50-10:15

78525 | *Co-designing Extracurricular Learning with Children and Their Families*
Aishah Bakhtiar, University of Tasmania, Australia
Becky Shelley, University of Tasmania, Australia

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.

10:15-10:40

79089 | *Exploring the Impact of the COVID-19 Pandemic on Preschool-Aged Children: An Analysis of Home Routines, Learning Activities and Socio-Demographic*
Yajuan Xiang, Sonoma State University, United States
Ayumi Nagase, Sonoma State University, United States

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.

Friday Online Parallel Session 2

Learning Experiences, Student Learning & Learner Diversity

Session Chair: Christian Vincente

10:50-11:15
78827 | *Enhancing Students' Scientific Literacy in DNA Technology Through Argument-Driven Inquiry*
Khanarak Kitprasoet, Srinakharinwirot University, Thailand
Navara Seetee, Srinakharinwirot University, Thailand

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.

11:15-11:40
76942 | *Influence of Simulated Experiments on Advanced Subsidiary Physics Education: A Case Study of a Selected Educational Region in Namibia*
Johannes Shivute, University of Namibia, Namibia
Faustina K. Neshila, University of Namibia, Namibia
Lukas M. Josua, University of Namibia, Namibia

This study delves into the impact of simulated experiments on Advanced Subsidiary Physics education within a specific educational region in Namibia. Focused on a cohort of 410 learners and 12 educators, the research evaluates the efficacy of integrating simulated experiments as a supplementary teaching tool alongside conventional hands-on laboratory practice. Employing a mixed-methods approach, the study combines quantitative insights from questionnaires with qualitative data obtained from interviews with both Physics teachers and learners. The research was conducted in two randomly chosen schools out of eight in the designated region, ensuring a representative sample reflecting the diverse learner and teacher demographics. A total of 152 learners and 2 teachers actively participated in this study. The findings highlight the positive influence of simulated experiments on the learning journey of Advanced Subsidiary Physics learners. Moreover, the adaptable and accessible nature of simulated experiments empowers learners to engage with the subject matter at their own pace, promoting self-directed learning. However, the study recognizes challenges, including potential limitations in practical knowledge depth when compared to traditional hands-on laboratory experiences. Additionally, disparate technology access across schools may affect the equitable integration of simulated experiments. The research recommends a balanced approach that integrates both traditional hands-on experiments and virtual simulations. This holistic method enhances the overall learning experience, fostering a profound understanding of Physics concepts among learners. These findings offer valuable insights for educational policymakers and practitioners, guiding curriculum design and resource allocation to promote effective science education in Namibia.

11:40-12:05
77909 | *Teaching Mathematics Meaningfully With Technology: A Tentative Culturally Responsive and Holistic Professional Development Framework*
Leena Ngonyofi Kanandjebo, University of Namibia, Namibia
Erna Lampen, Stellenbosch University, South Africa

Professional development initiatives on general technology use, based on frameworks that are not culturally responsive is a common practice in many developing countries. Teachers, as a result, use the knowledge for personal genesis. The paper presents a culturally responsive professional development framework with holistic goals for progression interpreted from the Vygotskian perspective of knowledge progression to scientific knowledge. The tentative framework was designed in a doctoral Design-Based study. This was done through (a) a critical analysis of existing technological integration frameworks for the integration of technology, and (b) collaboration with secondary school mathematics teachers on the idea of meaningful technological mathematics teaching. The framework aims to influence the views of professional developers and mathematics educators about knowledge development from the spontaneous knowledge level base to the scientific knowledge level for teaching mathematics meaningfully with technology.

12:05-12:30
78349 | *The Calculation of Seismic Energies in Structures, an Alternative for Contextualized Learning of Numerical Integration*
Vladimir Cortés, La Salle Oaxaca University, Mexico
Christian Vicente, La Salle Oaxaca University, Mexico

Developing mathematical themes within a context that is quotidian for the student not only promotes a genuine interest in the topic and helps generate significant learning in students; but also, exemplifies a practical utility of math. The use of mathematical models that describe physical phenomena allow students to link math with real-life phenomena. In this work, the differential equation that describes a model of bilinear oscillation with one degree of liberty was selected to estimate the structural displacements from seismic accelerations. The energies that are produced during an earthquake can be obtained by integrating this model. This integration is numeric due to the nature of the displacement signals, speed, and registered accelerations. The region where this activity was carried out is a region of high seismic activity. Taking advantage of this context, within the class of numeric methods, the calculation of seismic energies was set out by means of diverse methods of numerical integration and conducting a comparison within the methods. Historical accelerations registers were used, and different models were proposed varying their structural parameters, as well as their duration and discretization in the time. While developing this activity, it was possible to contextualize the use and solution of the numerical integration in real-life and quotidian application that students of the region live and are able to relate these tools with the theory seismic energy, reason why they are considered an alternative to develop in the classroom to contextualize the teaching of these themes in seismic regions.

Friday Online Parallel Session 3
Primary & Secondary Education
Session Chair: Eric Mensah

12:40-13:05
77101 | *Basic Study of Gender Equality Issues in Textbooks: Comparing Chinese and Japanese Textbooks in Lower Secondary School*
Jiayi Fang, Beijing Geely University, China

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.

13:05-13:30
78954 | *The Leadership Journey of Two Heroes, Harry Potter and Neville Longbottom: A Comparative Analysis of Leadership Theories in Popular Culture*
Xinhang Hermione Hu, University of Maryland, United States

This paper compares and contrasts two key characters from the popular Harry Potter series about the process of becoming a leader and hero through two leadership theories. Harry, known as the "Chosen One", is viewed as a natural leader and hero based on the trait theory (Fleenor, 2006). In contrast, Neville, who is considered a leader and hero in the latter part of the series, is believed to have undergone training and acquired leadership skills, which aligns with behavioral theory (Khan et al., 2016). This study analyzes the factors contributing to their leadership development, including family backgrounds, personal experiences, critical events, and relationships with others 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.

13:30-13:55
78593 | *Experiencing Empathy Through Heartstopper: A Qualitative Study*
Shawnee McPhail, Gunma Kokusai Academy, Japan

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 a tv series with LGBTQ+ characters from their perspectives. The target population for this study was grade 10 students, ages 15 and 16, living in Japan. Thirty-one students participated in the this present study and filled out the reflection survey. The research methodology was generic qualitative inquiry and data was collected through a survey. Upon grouping the survey responses 10 themes emerged. These themes can be summarized as follows:
Related to Characters/Content, 2. Enjoyed Watching the Show, 3. Felt an Emotional Connection to the text, 4. Learned about LGBTQ+ Struggles, 5. Felt LGBTQ+ Deserve Respect, 6. Think LGBTQ+ Texts Belong in Classroom, 7. Believe LGBTQ+ Texts Helps Against Homophobia, 8. Found Show Applicable to Their Lives, 9. Discussion was Important, 10. Changed Opinions About LGBTQ+ Community

13:55-14:20
78468 | *Coercive and Reward Authority of Teachers and Senior High School Students' Indiscipline: A Sure Way to Transform Students' Behaviour in the 21st Century?*
Eric Mensah, University of Cape Coast, Ghana
Regina Otto, University of Cape Coast, Ghana
Isaac Ampem, University of Cape Coast, Ghana

Coercive and Reward authorities can help reinforce good behaviours and thereby reduce students' indiscipline. This study investigated 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 =.326, R2=106). However, the simple linear regression show that teacher coercive authority (R2 =0.12, p0.05) 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, fosters the cultivation of attitudes that respect diversity and promote active participation in society. (4) Actively connecting learning contexts both inside and outside the classroom narrows the gap between poetry and life.

09:00-10:40 | Room B (Live-Stream)
Friday Online Parallel Session 1
Design, Implementation & Assessment of Innovative Technologies in Education
Session Chair: Ikhsan Ikhsan

09:00-09:25
79011 | *Explore Students' Perceptions of Gamification Technology in Higher Education*
Weiwei Zhang, Bond University, Australia
Amir Ghanbaripour, Bond Univeristy, Australia
Tsunemi Watanabe, Bond University, Australia

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. Grounded in the Technology Acceptance Model (TAM), this study extends the TAM framework to comprehensively explore the factors contributing to students' adoption of gamification technology in Built Environment education. By using Partial Least Squares Structural Equation Modelling (PLS-SEM) to analyse 130 survey responses, the study revealed that the subjective norm significantly influenced both perceived ease of use and perceived usefulness, affirming the validity of the proposed TAM framework. Additionally, perceived enjoyment emerged as a significant contributor to perceived ease of use. It also indicated that perceived usefulness exerted a significant positive impact on students' behavioural intentions to use gamification technology. Intriguingly, no significant correlation was found between perceived ease of use and behavioural intentions. In discussing practical implications, limitations, and recommendations for future research, this study provided valuable insights for educators, institutions, and researchers seeking to enhance the implementation of gamification technology in certain unexplored study areas in higher education.

09:25-09:50
76775 | *ASMR Videos and Its Application in EFL Learning, an Exploratory Study*
Zhu Zhang, University of Derby, United Kingdom

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 videos 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.

09:50-10:15
74736 | *Social Media and Its Role in the Education Process of the University Students*
Fawzia Al-Ali, University of Sharjah, United Arab Emirates

This study responds to the modern global concerns in the field of media, and it seeks benefiting from social media in teaching subjects of media as being considered as media and communicational methods in the first place, and as being considered as an educational method in which the main elements and constituents of modern educational approaches are available. This study seeks getting acquainted with media students' opinions on the social media as an educational method, its merits and demerits as well as the most apparent elements, which can be used within an educational curriculum on social media. Moreover, results of the study clarified that the most students' attitudes towards social medias an educational method were negative ; especially in terms of saying that teaching curricula on social media needs capabilities, which are unavailable in our universities, and there insufficient qualified professors in our universities to teach curricula on social media. Results of the study indicated that there is no statistically significant relation in terms of students' opinions towards the merits of social media as an educational method and there is no statistically significant relation between male and female students in terms of their opinions towards the demerits of social media as an educational method.

10:15-10:40
78897 | *Design Reflective Practice Assessment Tools for Teacher on Learning Management System Using AI Adaptive Feedback*
Ikhsan Ikhsan, Open University, Indonesia
Muhammad Ashar, Universitas Negeri Malang, Indonesia
Husni Hanafi, Digistar Research institute, Indonesia
Ichwan Ichwan, Open University, Indonesia
Kadarisman Kadarisman, Open University, Indonesia

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.

10:50-12:30 | Room B (Live-Stream)
Friday Online Parallel Session 2
Foreign Languages Education & Applied Linguistics
Session Chair: Damaris D E Carlisle

10:50-11:15
79077 | *Beyond Language Proficiency: Enhancing Quality in English-Medium Instruction Courses at Japanese Universities*
Wanxin Yan, Tohoku University, Japan

The Japanese government's significant investment in expanding English-Medium Instruction (EMI) at universities aims to enhance their global standing and retain top graduates. Despite these efforts, there exists a notable disparity in the understanding of EMI across various higher education stakeholders, ranging from governmental to classroom levels. A key challenge identified is the English proficiency of both faculty and students, essential for maintaining EMI quality. However, this study highlights that beyond language skills, the course curriculum and teaching methods are equally critical. Through an investigation into the experiences of 20 English-speaking international students at a prominent Japanese university, it was found that students perceive a considerable variance in teaching quality among instructors. They regard the teaching level as more important than English proficiency, indicating a need for a unified understanding among instructors on delivering high-quality lessons. The success of EMI programs also hinges on strong relationships between students and course content, instructors and students, and between domestic and international students. To cultivate these relationships, instructors must focus on clear explanations, encouraging collaborative learning, and providing comprehensive instructions and feedback.

11:15-11:40
76650 | *Advantages and Disadvantages of Non-native Chinese-Speaker Teachers: Local Mandarin Chinese Instructors' Perceptions in Botswana*
Duna Raletsatsi, University of Botswana, Botswana

The teaching of Mandarin Chinese was first introduced in Botswana through the Confucius Institute in 2009. Two years later, University of Botswana introduced Bachelor of Arts Degree in Chinese Studies which offers both language and non-language courses. The Chinese Studies Programme staff consists of native and non-native Chinese Speaker teachers or instructors. However, there has been a lack of research in exploring the advantages and disadvantages of non-native Chinese speaking instructors in Botswana. The article seeks to investigate local instructors' perceptions of the advantages and disadvantages of teaching Mandarin Chinese as a non-native Chinese speaking teacher. Data was collected through questionnaires with 8 local Mandarin Chinese instructors. Content data analysis was conducted and main themes that emerged from interview transcripts were categorized. Results show that the perceived advantages of local teachers include using native language to explain some Mandarin Chinese concepts better, motivating students' learning by serving as role models, understanding students' learning difficulties and having the ability to empathise with students and offering strategies to overcome students' challenges in their journey of learning Mandarin Chinese. The disadvantages include, the accent may differ from standard Mandarin Chinese pronunciation, possibility of making mistakes especially with tones, writing characters not easy, long class preparation time, and not being deeply rooted in Chinese Culture as native speakers. The study also includes the strategies employed by local Mandarin Chinese instructors to overcome challenges they encounter in teaching.

11:40-12:05
78207 | *Challenges in Developing Intercultural Competence: Case Study of Foreign Language Students at a Japanese University*
Mico Poonoosamy, Josai International University, Japan

Intercultural competence, defined as the ability to understand and engage with linguistic and cultural difference, has become a critical attribute of the 21st century learner at school and university level in Japan and around the world. In the global flow of information across all imaginable fields of knowledge, Japanese university graduates are expected to become mobile professionals who have acquired proficiency in more than one language (mainly English) and culture to roam around freely across diverse geographical and cultural spaces with adaptability, agility, and confidence. Correspondingly, centres for language education and faculties for foreign studies have been created or improved to enhance the importance of acquiring competence in a foreign language. But the outcome is far from adequate as Japan's English proficiency among non-English speaking countries has continued to drop in the last decade. This paper reviews the literature about foreign language learning and teaching at Japanese universities. It then presents the findings and discussions of a case study of second year to fourth year university students studying English as a foreign language from 2018 to 2022. Data was collected through open-ended questionnaires, interviews, focus groups and reflective journals. The hopes and aspirations of these foreign language students and the challenges they experienced are evaluated and critically discussed. The paper concludes by making recommendations about foreign language learning methodologies and strategies that could work in the Japanese context.

12:05-12:30
78276 | *Harnessing Virtual Reality: Tackling Foreign Language Anxiety and Elevating Public Speaking Skills*
Damaris D E Carlisle, LASALLE College of the Arts, Singapore
Seonjeong Park, Goldsmiths University of London, United Kingdom
Sylvia Xueni Pan, Goldsmiths University of London, United Kingdom
Marco Gillies, Goldsmiths University of London, United Kingdom

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.

12:40-14:20 | Room B (Live-Stream)
Friday Online Parallel Session 3
International Education
Session Chair: Agnes Tang

12:40-13:05
79012 | *A Genealogical Analysis of International Schools Through Historical Epochs and Cultural Shifts*
Wenxi Wu, Shenzhen Polytechnic University, China

This 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, concurrently charting 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, globalism, 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.

13:05-13:30
78601 | *Bookbridge: Celebrating Collections and Heritage*
Kah Wei Wong, National University of Singapore, Singapore
Raudhah Thongkam, National University of Singapore, Singapore
Yee Xin Chai, National University of Singapore, Singapore

This presentation focuses on NUS Libraries' initiative to raise visibility for its rare book collection through award-winning architectural design and virtual tours. Prior to this initiative, the potential of NUS Libraries' extensive collection of rare books on Singapore's cultural and historical heritage was not fully realised. The library lacked a central or curated space to bring the attention of this collections to library users. To showcase the collection and promote it to their users without risking damage to the books, NUS Libraries created the Bookbridge, which combined sustainable materials while being conducive for preservation. Designed in collaboration with Professor Shinya Okuda, it received the iF DESIGN AWARD 2022 in Interior Architecture. However, some of the limitations of the physical Bookbridge display space was that users could not peruse the books. Despite the increased visibility, interactivity and accessibility of the books was limited. To complement the physical Bookbridge Display, NUS Libraries used immersive technology to create a virtual tour of the Bookbridge space and linked books in the space to the digital repository, Digital Gems. This allowed users to discover highlights of the rare book collections in greater detail. Made available to the public, the virtual tour provides global visibility to the rare books collection. This furthers NUS Libraries' goal of establishing partnerships with institutions, locally and globally, and increases opportunities of creating joint exhibits.

13:30-13:55
74294 | *Why Global Matters: Exploring U.S. Teacher Candidates' Abilities of Intercultural Competence With Authentic Elementary Students in Asian Countries*
Hsuehi Lo, St. Cloud State University, United States

Objectives: 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 immunization, 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 student teaching. 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.

13:55-14:20
79099 | *Graduate Student Challenges at a Sino-Foreign Cooperative University*
Agnes Tang, Wenzhou-Kean University, China
You Zhou, Wenzhou-Kean University, China
Qingming Li, Wenzhou-Kean University, China
Xin Wang, Wenzhou-Kean University, China

Existing research on experiences of international students have focused on their challenges in transitioning (Fox, 2020; Lértora & Croffie, 2022; Li & Zizzi, 2018), culture shock (Belford, 2017; Ernofalina, 2017; Wang, 2016; Zhu, 2022), and adaptation strategies (Bi, 2022; Hang & Zhang, 2022; Yang & Pei, 2018) while studying in a foreign country. Chinese international students, once made-up 90% of the international student population in the U.S., quickly abandoned their plans to study abroad at the outbreak of COVID. Many have since chosen to enroll in Sino-foreign universities in the hopes of "getting a foreign education without leaving home". A recent study that examined undergraduate students' transition experiences in joint-venture universities has found that students experience less sever culture shock, but still face other challenges (Ma et al, 2019). Yet little is known about graduate students who are in similar situations. Using questionnaires and interviews, this study investigates the transition experiences of graduate students who have enrolled in a Sino-foreign university in southeast China. What challenges do they encounter in their pursuit of a "foreign" education at home? How do their maneuver in an academic environment different from their previous experiences? How do they negotiate east-meets-west in teaching pedagogy? In this presentation, we will share findings from this timely research. Results may shed light on the experiences of this unique group of students, provide insights for others who seek to follow in their footsteps and inspire stakeholders to find ways to best serve this growing population.

Friday Online Parallel Session 4

Education & Difference: Special Education

Session Chair: Omar AlMoammar

14:30-14:55
78223 | *Challenges Encountered in the Implementation of Physical Education Program for Learners with Special Educational Needs in Cavite, Philippines*
Jazmin Cubillo, Cavite State University, Philippines

One of the sustainable development goals of the United Nations includes Quality Education which fall under SDG 4. This goal aimed for the presence and availability of education in high standards. In this connection, Quality Physical Education (QPE) as worldwide advocacy also promotes and ensures the high quality of implementation of Physical Education to produce physical literate individuals. Relatively, a global estimate of 80% of children in schools do not meet the recommendation of 60 minutes of moderate to vigorous physical activity per day. An emphasis was also given to persons with disability as the least active individuals (WHO 2021). Individuals with disability enrolled in an educational institution is also known as learners with special educational needs (LSEN). This scenario, leads this study to identify the challenges encounter in the implementation of Physical Education for learners with special educational needs that affects in providing quality physical education. This study involved an interview with ten (10) participants broken down to five (5) Special Education teachers (SPET) and five (5) School administrators from the School Division of Province of Cavite, Philippines offering program for learners with special educational needs. Responses of the participants revealed that there were challenges encountered in the implementation of Physical Education for LSEN that were similar between the SPET and school administrations such as; individual differences, budget, safe and secure facilities, and limited partnership. It was also revealed SPET encountered more challenges than of the school administrators.

14:55-15:20
79047 | *In-Service Expatriate Teachers' Experiences with Inclusive Education in Chinese Private Schools*
Sharon Ma, Shanghai SMIC Private School, China

The purpose of this hermeneutic phenomenological study was to describe the experiences of in-service expatriate teachers who provide differentiated instruction for students with special educational needs (SEN) in regular classrooms at mainland Chinese private schools. The study was designed around the following central research question: What are the experiences of in-service expatriate teachers who provide differentiated instruction for students with special educational needs in regular classrooms at mainland Chinese private schools? This study used a theoretical framework of Ajzen's theory of planned behavior by examining the planned behavior of in-service expatriate teachers as influenced by the subjective norms of the surrounding culture and their perceived behavior control for providing differentiated instruction for students with special educational needs. The data collection consisted of physical artifacts, personal interviews, and focus groups. Data were analyzed by deriving and clustering themes into categories to find meaning. Seven themes were derived from the participants' experiences (a) concern for students with SEN; (b) awareness of differentiated instruction; (c) reluctance to accommodate or modify instruction; (d) feelings of inadequate preparation; (e) frustration with cultural differences; (f) overwhelmed with challenges; and (g) learning from experience. The findings of this study are consistent with the research previously conducted on teacher self-efficacy and inclusive education. Interpretations of the themes included three significant interpretations: the cultural dissonance within expatriate teachers in Chinese schools, the need for clearer school policies, and the need to increase teacher self-efficacy for providing differentiated instruction in an inclusive classroom.

15:20-15:45
78209 | *A Proposal for a Talent Development Platform*
Omar AlMoammar, Imam Abdulrahman bin Faisal University, Saudi Arabia

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.

09:00-10:40 | Room C (Live-Stream)
Friday Online Parallel Session 1
Professional Training, Development & Concerns in Education
Session Chair: Kate Daubney

09:00-09:25
74207 | *Theoretical Assessment of Employability: The Employability of Chinese International Students*
Miaomiao Jia, University of Cardiff, United Kingdom

Worldwide competition is looming over higher education with credential inflation and labour market congestion. Most studies focus on the student's schooling 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 related debates in employability theory to show 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.

09:25-09:50
78850 | *Perceptions of Training Establishment Institute and Host Training Establishment in the Deployment Phases of the Teaching Internship Program*
Eleonor Jarapa, Bicol State College of Applied Sciences and Technology, Philippines
Melinda Pan, Central Bicol State University of Agriculture, Philippines

Being a teacher is not a simple task but rather a practice of patience, forbearance, and commitment to the profession and professional ethics. But before becoming an enhanced and effective classroom teacher, one must undergo a Teaching Internship. This study aims to determine the perceptions of the Host Establishment Institute (HEI) and the Host Training Institute (HTE) on the deployment phases of the Teaching Internship Program. Specifically, it sought to answer the extent of implementation and determine the significant differences in the deployment phases on the implementation of the Teaching Internship Program in private and public HEIs. The data gathered were tallied and analyzed using descriptive methods. To answer the extent of implementation, weighted mean and ranking were used, while for the differences in the extent of implementation, a t-test was used. Findings showed a high level of implementation in the deployment phases, and there is no significant difference in the implementation of the teaching internship program in private and public HEIs in the region. For the pre-deployment phase, private HEI has a greater mean of 3.73, while the public HEI has a mean of 3.64. In the deployment phase, private has a greater mean of 3.66 than the mean of the public HEI, which is 3.57. For post-deployment, private schools have a 3.68 mean, which is also greater than the mean of public schools, which is 3.61. Recommendations were proposed in the deployment phases of the Teaching Internship Program.

09:50-10:15
76718 | *Augmenting a Third of the Space: How an In-Between Space of Learning Transforms Faculty Development for Tertiary Arts Education*
Rebecca Kan, Nanyang Academy of Fine Arts, Singapore
Jonathan Chng, Nanyang Academy of Fine Arts, Singapore

Experiential, social and formal learning have traditionally framed capacity and capability development in tertiary education. While relating these learning modalities through the versatile 70:20:10 model, this framework has not been longitudinally explored within the sector of arts and design in higher education. Following a 5-year implementation of this framework at the Nanyang Academy of Fine Arts (Singapore), we are able to uncover a more fluid model to our approach of learning, re-learning and unlearning. The key question revolves around what learning and development really means to academic faculty in higher arts education. The study highlights changes to faculty development before, during and following the pandemic episode. Findings show that between formal instruction and workplace experiences lie non-formal learning spaces where professionals make self-regulated, co-regulated and learning transfers. After COVID-19, learning outside of the studio through formal courses became only one facet of professional development, while learning within the studio alone did not always fill the chasm to effect growth and development. Therefore, drawing on the social dynamic tensions in the learning process, we argue for a broader interpretation of social learning that supports the efficacy of both formal and experiential learning. It is this in-between space of learning that we can augment new approaches to the 70:20:10 model. Picking up speed "from the middle" would emplace supporting structures towards academic and artistic excellence.

10:15-10:40
78750 | *Teaching Employability or Developing Employability? Reimagining Curriculum, Teaching and Assessment Through the Lens of Transferable Skills*
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 all disciplines should graduate from higher education with a strong sense of the value of their academic learning to their future working lives, beyond their subject knowledge gain. The paper will draw on my approach to surfacing and articulating the transferable skills originally developed from academically rigorous and research-led curriculum (known as "extracted employability", Daubney, 2021) which has been adopted by a number of UK and international universities. It will outline briefly how higher education institutions can develop their own taxonomies of transferable skills that are academically appropriate, relevant to employers and accessible to students. This paper will explore 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.

Friday Online Parallel Session 2

Teaching Experiences, Pedagogy, Practice & Praxis

Session Chair: Hong Tao

10:50-11:15
78755 | *Identifying Success Factors for Effective Online/Distance Learning Implementation*
Hesham Magd, Modern College of Business and Science, Oman
Nivedita Ram, Modern College of Business and Science, Oman
Ahmed R Nzomkunda, Modern College of Business and Science, Oman

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 delivery of the program and thus the student learning experience.

11:15-11:40
78408 | *Utilization of MOOC and Flipped Classroom Method in Teaching Senior High School*
Rassel Santos, De La Salle University, Philippines

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 mean percentage score 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.

11:40-12:05
78594 | *Blended Learning in Digital Information Literacy in Undergraduate Nursing Course – A Case Study*
Suei Nee Wong, National University of Singapore, Singapore
Magdeline Ng, National University of Singapore, Singapore
Siu Chen Lim, National University of Singapore, Singapore
Yee Xin Chai, National University of Singapore, Singapore

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.

12:05-12:30
78602 | *A Blended Learning Course in Engineering Materials: The Course Design and Analysis*
Hong Tao, The Hong Kong University of Science and Technology, Hong Kong

"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.

12:40-14:20 | Room C (Live-Stream)
Friday Online Parallel Session 3
Higher Education

Session Chair: Que Anh Chung

12:40-13:05
79195 | *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 Tan, Singapore Polytechnic, Singapore
Lynn Lam, Singapore Polytechnic, Singapore
Cynthia Lam, Singapore Polytechnic, Singapore
Angela Koh, Singapore Polytechnic, Singapore

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.

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 Alzahrani, Taif University, Saudi Arabia
Amith V Holenarasipur, Taif University, Saudi Arabia

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 t 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.

13:30-13:55
77748 | *Academic Audit of a Single Centre Diet of LapPass: A Validated Basic Laparoscopic Skills Training, Assessment and Certification Course*
Jonathan Ajah, Queen Mary University London, United Kingdom
Sveta Sugumaran, Queen Mary University London, United Kingdom
Bijendra Patel, Queen Mary University London, United Kingdom

LapPass is a basic laparoscopic skill, training, assessment and certification course comprising 5 separate but interwoven tasks that the Association of Laparoscopic Surgeons of Great Britain & Ireland (ALSGBI accredited surgical skills centre offers to trainee general surgeons and intercalating medical students in the MSc in Laparoscopic surgery at Queen Mary University London to train, assess and certify competency in basic laparoscopic surgery. It was developed, validated, and standardized by the Association of Laparoscopic Surgeons of Great Britain & Ireland (ALSGBI) to support trainee general surgeons in developing and maintaining good basic laparoscopic skills & habits as early as possible in their surgical careers. We aim to critically evaluate our centre's delivery of this programme against ALSGBI's standards for Quality Assurance. Our main objective was to vet and benchmark our centre's teaching, assessment and certification approach of our LapPass diet to ALSGBI's indicative standards. Additionally, to pinpoint areas for potential enhancement with a projected re-audit in 6 months for Quality improvement. We utilized the benchmark provided by ALSGBI "Setting up a LapPass course": https://www.alsgbi.org/wp-content/uploads/2021/05/Setting-up-a-LapPass-course.pdf and embarked on a comprehensive evaluation analysis of our centre's pedagogical strategies and assessment techniques specific to the LapPass course using a comparative 2x2 table addressing components from: • General structure • Set requirements. • Resources • Cost • Assessors • Exam day. The audit showcased our centre's significant alignment with ALSGBI standards, with over 98% benchmarked in primary areas including preparatory. While our centre robustly benchmarks with ALSGBI standards in most areas, our audit identified a number of quality improvement areas for our next audit

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.

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14:30-15:45 | Room C (Live-Stream)
Friday Online Parallel Session 4
Higher Education
Session Chair: Obie Noe Madalang

14:30-14:55
77875 | *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.

14:55-15:20
79000 | *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).

15:20-15:45
79014 | *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.

Friday Online Parallel Session 1

Aging and Gerontology

Session Chair: Beatrice Oi-Yeung Lam

09:00-09:25
78734 | *Overcoming Barriers to Worklife Extension: The Experience of Older Philippine Women*
Christine Unson, Southern Connecticut State University, United States
Daniella Pila, Southern Connecticut State University, United States

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.

09:25-09:50
78952 | *Representations in Policy Discourses Versus Everyday Understandings and Experience: Informal Carers for Older Adults in Hong Kong and Policy Implications*
Beatrice Oi-yeung Lam, Hong Kong Metropolitan University, Hong Kong
Wai-leung Chan, Hong Kong Metropolitan University, Hong Kong

With 'Ageing 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.

09:50-10:15
78953 | *Understandings of 'Old Age' Among Higher Education Students: Implications for Combating Ageism and Promoting Healthy Ageing in Hong Kong*
Beatrice Oi-Yeung Lam, Hong Kong Metropolitan University, Hong Kong
Cheuk Ki Druid Fung, Hong Kong Metropolitan University, Hong Kong
Cheong Yu Stephen Chan, Caritas Institute of Higher Education, Hong Kong

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.

Friday Online Parallel Session 2

Aging and Gerontology

Session Chair: Joana Grace Carlos

10:50-11:15
78824 | *Factors Influencing Elderly Life Satisfaction in Thailand: A Comprehensive Study on Socio-Economic, Mental and Physical Health, and Social Activity*
Titirut Phimolsri, National Institute of Development Administration (NIDA), Thailand
Pachitjanut Siripanich, National Institute of Development Administration (NIDA), Thailand
Wasin Kaewchankha, National Institute of Development Administration (NIDA), Thailand

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.

11:15-11:40
77735 | *Loneliness and Care Crisis Among the Middleclass Aged in Kolkata*
Sinjini Roy, Dr. A.P.J Abdul Kalam Government College, India

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.

11:40-12:05
78035 | *Age is Just a Number: The Lived Experiences of Institutionalized Elderly Amid COVID-19 Pandemic*
Joana Grace Carlos, Polytechnic University of the Philippines, Philippines
Christoper Sasot, Polytechnic University of the Philippines, Philippines

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.

Friday Online Parallel Session 3
Aging and Gerontology
Session Chair: Joo Hou Ng

12:40-13:05
75975 | *Predicting Marital Stability*
Frank H, NPA Rockville, United States

This study aims to explore the usefulness and characteristics of data from the Divorce Predictors Scale (DPS), based on Gottman 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.

13:05-13:30
78968 | *Family Stigma Among Caregivers of People with Psychosis in Yogyakarta, Indonesia*
Ria Dwi Agustina, McGill University, Canada
M. A. Subandi, University of Gadjah Mada, Indonesia
Diana Setiyawati, University of Gadjah Mada, Indonesia
Laurence Kirmayer, McGill University, Canada

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 at the public health center (puskesmas), outpatient hospital psychiatric clinic, and spiritual-based rehabilitation center 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.

13:30-13:55
78683 | *Mental Health Practitioners' Perspectives and Experiences of Helping Malaysian Male Adults who Experienced Sexual Harassment*
Joo Hou Ng, International Medical University, Malaysia
Muhammad Amir Azim Bin Zurin Adnan, International Medical University, Malaysia
Suet Choon Ng, International Medical University, Malaysia

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.

14:30-15:45 | Room E (Live-Stream)
Friday Online Parallel Session 4

Qualitative/Quantitative Research in any other area of Psychology

Session Chair: Elena Even-Simkin

14:30-14:55

77080 | *Development and Implementation of BCALM Psychological Intervention Program to Reduce Postpartum Depression and Enhance Emotional Intelligence Among Postpartum Women*

Sheeba John, University of Santo Tomas, Philippines
Lucila O. Bance, University of Santo Tomas, Philippines

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 implement and evaluate 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 participant's 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.

14:55-15:20

76517 | *Mathematics-Assisted Psychoanalytic Treatment of PTSD in an Autistic Woman: A Preliminary Report*

Kawin Kornthong, Independent Scholar, Thailand

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.

15:20-15:45

76807 | *Assessment of Pragmatic Skills in Adults with ADHD*

Elena Even-Simkin, Bar-Ilan University, Israel

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.

09:00-10:40 | Room E (Live-Stream)
Friday Online Parallel Session 1
Industrial Organization and Organization Theory
Session Chair: Valendra Granitha Shandika Puri

09:00-09:25
78978 | *Integrating Behavior and Organizational Change Literatures to Uncover Crucial Psychological Mechanisms Underlying the Adoption and Maintenance of Organizational Change*
Sviatlana Kamarova, University of Sydney, Australia
Marylene Gagne, Curtin University, Australia
Patrick Dunlop, Curtin University, Australia
Djurre Holtrop, Tilburg University, Netherlands

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.

09:25-09:50
77866 | *Daily Stand-up Meetings: Impacts on Psychological Safety and Well-Being in Teams*
Sarah Rietze, University of Leipzig, Germany
Hannes Zacher, University of Leipzig, Germany

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 positively influence 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.

09:50-10:15
77199 | *Factors of Workplace Spirituality Enabling Environmental, Social and Governance (ESG) Goals in Business Organizations*
Sandeep Seth, Pfizer India Limited, India
Veena Jadhav, SP Jain School of Global Management, Singapore
Bhanu Ranjan, 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) can 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.

10:15-10:40
78560 | *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 develop a further research about motivation to volunteer especially in Indonesia sample with its culture and norm.

Friday Online Parallel Session 2

Psychology, Mental Health & Behavioral Science

Session Chair: Maya Kagan

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 ($\eta2$ = 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. Conversely, red (mean = 2.895), 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.

12:40-13:55 | Room E (Live-Stream)
Friday Online Parallel Session 3
Psychology and Education
Session Chair: Amel Eid

12:40-13:05
77864 | *Counseling Education Through the Diversity Lens: Examining the International Counseling Students and Practitioner's Educational and Supervisory Needs*
Sylvia Mukasa, University of Pennsylvania, United States

The accelerated globalization posits that humanity will need a highly diverse counseling workforce to meet the multidimensional needs of heterogeneous populations worldwide. Despite this upcoming need, plethoric 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.

13:05-13:30
77215 | *An EEG Test Experiment for Scenario-Based Assessment of Communication and Interpersonal Skills of College Students*
Ahmet Haphap, Gazi University, Turkey
Nilüfer Kahraman, Gazi University, Turkey

Often attempted using self-rating scales, it has long been a real challenge to accurately measure Communication and Interpersonal Skills (CIS), which are at the core of working with people, providing good care or services. This study proposes and evaluates an alternative CIS assessment scale that uses a series of scenario-based multiple-choice items to measure individuals' actual reactions given a developing storyline. A set of three items are considered for each scenario, measuring (1) understanding (emotion perception), (2) empathy and (3) relational versatility levels. Study data including item scores and Electroencephalogram (EEG) signals will be collected from 10-20 college students. The relations between item scores and Alpha, Beta and Gamma activities (recorded while individuals processing their item responses) will be evaluated to test the hypothesis that the higher CIS scores would be more in alignment with the corresponding Alpha, Beta and Gamma activities. The findings will be summarized to discuss how EEG-based metrics can be used to study the reliability and validity of the alternative assessment modes in general. The initial results show that the proposed assessment mode and the experiments offer a promising outcome.
Acknowledgement: This study was supported by Gazi University School of Education and Grant [120K142] from the Scientific and Technological Research Council of Türkiye (TUBITAK).

13:30-13:55
79465 | *Navigating Cultural Boundaries: EFL Teacher Acculturation in Taiwan: Cultural Adaptation Dynamics: Gender and Length of Stay Effects on EFL Educators*
Amel Eid, National Chiao Tung University, Taiwan

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.

Friday Online Parallel Session 4

Psychology and Education

Session Chair: Atreyee Bhattacharyya

14:30-14:55

78976 | *Optimizing Child Development Through The First Three Years: The Importance of Responsive Parenting and Early Learning Stimulation*

Dhisty Azlia Firnady, School of Parenting, Indonesia
Aleima Sharuna, School of Parenting, Indonesia
Eddy Henry, Tanoto Foundation, Indonesia
Fitriana Herarti, Tanoto Foundation, Indonesia

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

14:55-15:20

78134 | *The Relationship Among Peer Attachment, Self-Esteem and Well-being of University Students*

Thi Thanh Thanh Pham, Sheffield Hallam University, United Kingdom

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 (Bowlby, 1969) and sociometer theoy (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 constitue 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.

15:20-15:45

76656 | *Cognitive Reappraisal and Suicidal Ideation – Mediating Roles of Perceived Social Support and Avoidant Coping in Indian University Students*

Atreyee Bhattacharyya, Amity University Kolkata, India
Soham Datta, Amity University Kolkata, India

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 live in a nuclear family (χ_1^2 = 6.850, p = 0.009), and also between staying alone and those who stay in a joint family (χ_1^2 = 4.163, p = 0.041). Mediation analysis showed that social support could significantly mediate the relationship between cognitive reappraisal and suicidal ideation (Estimate = -.032, ß = -.058, t = -2.2, p < .05). Likewise, there was a full mediation effect (Estimate = -.039, ß = -.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.

Notes

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 ($F_{(1,5003)}=2.92$, $p=0.088$). L1-Japanese learners tend to make more substitution errors for low-frequency words, indicating a potential influence from their larger inventory of sinograms.

ACEID2024 Virtual Poster Presentations

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. The Using Social Media for Parental Knowledge Survey was distributed to 353 Saudi parents. 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.

General Psychology

78825 | *Would You Consult Psychological Professionals About Your Own Problems? Part 8: Analysis of the Questions Posted in the "Concern About Child-Rearing" Category on a Community Q&A Website.*
Kai Sawada, Konan University, Japan
Yoshikazu Fukui, Konan University, Japan

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.

78987 | *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.

Linguistics/Language & Psychology/Behavioral Science

78731 | *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 speech 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.

AGen2024 Virtual Poster Presentations

Aging and Gerontology

78831 | *The Effects of Task Difficulty and Attentional Focus Instructions During Walking on Real-Time Conscious Movement Processing by Older Adults*

Thomson Wai-lung Wong, The Hong Kong Polytechnic University, China
Minghua M. H. Cao, The Hong Kong Polytechnic University, China
Toby C. T. Mak, The Hong Kong Polytechnic University, China
Melody C. Y. Leung, The Hong Kong Polytechnic University, China
Charity H. L. Lam, The Hong Kong Polytechnic University, China
Shamay S. M. Ng, The Hong Kong Polytechnic University, China
Wai Lung, The Hong Kong Polytechnic University, China

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=0.045), 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.

78833 | *The Effects of Conscious Movement Processing Propensity on Older Adults While Standing in a Challenging Environment: A Preliminary Analysis*

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Toby C. T. Mak, The Hong Kong Polytechnic University, China
Minghua M. H Cao, The Hong Kong Polytechnic University, China
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Shamay S. M. Ng, The Hong Kong Polytechnic University, China
Wai Lung, The Hong Kong Polytechnic University, China

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.

78834 | *The Effects of Attention Focus Walking Training on Conscious Motor Processing During Rehabilitation by Older Adults at Risk of Falling*

Wai Lung, The Hong Kong Polytechnic University, China
Toby C. T. Mak, The Hong Kong Polytechnic University, China
Melody C. Y. Leung, The Hong Kong Polytechnic University, China
Minghua M. H. Cao, The Hong Kong Polytechnic University, China
Shamay S. M. Ng, The Hong Kong Polytechnic University, China

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, 95] = 4.60, p = 0.01, ηp2 = 0.09). Post hoc comparisons revealed only EAFWG showed significant reduction in EEG T3-Fz coherence at T1 compared to T0 (t[32] = 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.

78108 | *Factors Associated With Sedentary Behavior Among Middle-Aged and Older Breast Cancer Survivors*
Yeo Hyung Kim, The Catholic University of Korea, South Korea
Jae Hyeon Park, Hanyang University College of Medicine, South Korea

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

78852 | *Patterns of Sexual Activities in Older Adults and Their Prospective Associations with Loneliness: Results from the English Longitudinal Study of Ageing (ELSA)*
Irene Yuk Ying Ho, The Chinese University of Hong Kong, Hong Kong
Anson Kai Chun Chau, The Chinese University of Hong Kong, Hong Kong
Gary Ka-Ki Chung, The Chinese University of Hong Kong, Hong Kong

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' (55.8%), 'masturbation dominant' (22.7%), and '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.

Notes

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.

ACEID2024 Pre-Recorded Virtual Presentations

Adult, Lifelong & Distance Learning

78337 | *Assessing Satisfaction in Heterogeneous Adult Training Groups: Challenges, Methods, and Implications*
Khadija EL Mansouri, Ecole Normale Supérieure, Morocco
lynda Ouchaouka, 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 Fuzho 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
Prisca Tautiko Shikongo, 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 should be responded to on time. It is also vital that motivational sessions and counselling sessions are held to encourage students to proactively and appropriately act on psychological adjustment challenges encountered.

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.

78902 | *Introducing the Digital Competency Digital Module for Physical Education Teachers: The EdutechPJTM*
Nurwina Akmal Anuar, Universiti Kebangsaan Malaysia, Malaysia
Aidah Abdul Karim, Universiti Kebangsaan Malaysia, Malaysia
Ahmad Rizal Mohd Yusof, Universiti Kebangsaan Malaysia, Malaysia
Noor Azizah Abd Rahman, Universiti Kebangsaan Malaysia, Malaysia

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 incorporates collaborative learning methodologies along with adaptations of Boyatzis Theory and Connectivism. The module content 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
Cynthy Kaliinasho Haihambo, University of Namibia, Namibia
Kashinauua 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 to individuals about how to provide a more sustainable lifestyle and to achieve positive social transformations in the long term. Gamification can be used by parents for individual/collaborative work for sustainability and to contribute to their children's environmental awareness in this field. This research aims to determine the perceived learning levels of the parents who participated in gamification education for sustainability as control and experimental groups and to reveal their views on this education. Every week for eight weeks, gamification classes were held for experimental and control groups. The research employed quantitative and qualitative research methods. The quantitative data was collected through the Likert type "Perceived Learning Survey". The control group included 25 parents, and the experimental group included 23 parents. A significant difference was observed between perceived learning levels of both groups, which were measured after the gamification education for sustainability. In this study, it was determined that gamification education increased the motivation of the parents for sustainability, the content of the education attracted attention. Also, it is determined that gamification applications can contribute to sustainability.

79005 | *The Effect of Educational Cash Transfer for Students From Low-Income Families (Program Indonesia Pintar) on Students' Dropout Rate in Indonesia*
Nisma Anggara Samalo, Universitas Indonesia, Indonesia
Thia Jasmina, Universitas Indonesia, Indonesia

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.

73802 | *JUST Energy Transition and Human Capital Readiness in Indonesia: A Qualitative Study Based on the JUST Framework*
Vivi Fitriyanti, Independent Scholar, Indonesia
Ahmad Munawir Siregar, Independent Scholar, Indonesia
Muhammad Salman Hakim, Independent Scholar, Indonesia
Filda Citra Yusgiantoro, Independent Scholar, Indonesia

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

74578 | *Campus Wellness Program Design: The Practice of Public Schools*
John Franklin Dresser, Department of Education-El Salvador City, Philippines
Anna Mae Atillo-Dresser, Department of Education-Northern Mindanao, Philippines

The Department of Education mandates and initiates initiatives that encourage student and teacher health, fitness, and wellness. The study examined 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.

76804 | *Students' Perception and Expectations on Service Quality: An Analysis*
Marivic Basilio, De La Salle-College of Saint Benilde, Philippines
Alma Galvez, De La Salle-College of Saint Benilde, Philippines

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.

ACEID2024 Pre-Recorded Virtual Presentations

77321 | *Examining System Level Policy for School as Learning Organization: A Case Study in Cambodia*
Khay Sambonin, American Pacific International School, Cambodia

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.

78751 | *Neoliberal Marketization of Malaysian Elite Research Universities: A Critical Discourse Analysis of Branding, Identity, and Co-creation*
Qiumei Wang, Youjiang Medical University for Nationalities, China
Hui Zhan, Ohio University, United States

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.

79028 | *The Role and Practice of Leaders in Professional Development in China: University Lecturers' Perspective*
Wanlu Chi, University College London, United Kingdom

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.

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

77761 | *Project-Based learning (PBL) as a Formative Assessment Tool: Perspectives of English Teachers in Vietnam*
Elena Ostashchenko, British Council Hanoi, Vietnam

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.

79156 | *A Comprehensive Examination of ChatGPT's Impact on ESL/EFL Classrooms in Bangladesh: Teachers' Perspectives*
Tasnia Tarannum, American International University-Bangladesh, Bangladesh
Risala Ahmed, American International University-Bangladesh, Bangladesh
Tasneem Shireen Khan, American International University-Bangladesh, Bangladesh

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 instructional practices, while the negative responses highlight the importance of context-aware implementation. These insights contribute to the ongoing discourse on integrating AI technologies in language education, emphasizing the need for adaptability and targeted refinement for optimal classroom integration.

Higher Education

78438 | *Students' Digital Literacy in Shandong Province*
Yanhuan Li, Universiti Kebangsaan Malaysia, Malaysia
Nurwina Anuar, Universiti Kebangsaan Malaysia, Malaysia

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 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% 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 illuminate the technology utilised in education in the specified province.

78552 | *Research on English Teaching Status and Strategies in Chinese Higher Vocational Colleges – A Case Study of Two Colleges*
Jiaxin 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 flows. 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' vocational 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, doxxing, 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.

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

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.

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

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 multigroup structural equation modelling 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.

Innovation & Technology

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

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.

ACEID2024 Pre-Recorded Virtual Presentations

78056 | *A Modern Approach to Teaching Numerical Calculus with Artificial Intelligence*
Elisabetta Crescio, Tecnologico de Monterrey, Mexico

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.

79094 | *The Development Process in Educational Recommendation Systems*
Margarita Aucancela, Universidad de Salamanca, Spain
Alfonso González, Universidad de Salamanca, Spain
Pablo Chamoso, Universidad de Salamanca, Spain

Every computer system requires a software engineering process, however, educational recommender systems have a different engineering process since being a computer system requires a software design and structure phase in which the structure of a database is established, This motivated the development of the present research work with the purpose of updating knowledge and determining in which stages of the development process of a recommender system the recommendation approaches, the artificial intelligence algorithms, as well as the evaluation metrics used to validate the performance of these systems are used. The comprehensive review methodology, which combines qualitative and quantitative research results to provide a more complete understanding of the research topic, allowed us to evaluate more than 80 research studies related to educational recommender systems and to identify the joint use of software development and data mining methodologies in the implementation of recommender systems, as well as artificial intelligence algorithms such as classification and optimization algorithms to improve the results of the evaluation of the recommendations obtained in the system.

Interdisciplinary, Multidisciplinary & Transdisciplinary Education

77885 | *Achieving Sustainability Through Interdisciplinary Approach: An Analysis of Teacher Education Transformed Curriculum*
Eveline Omagano Anyolo, University of Namibia, Namibia
Anna Niitembu Hako, University of Namibia, Namibia
Sakaria M Iipinge, University of Namibia, Namibia

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).

78587 | *Leveraging Interdisciplinary Learning to Advance Education for Sustainability*
Elani McDonald, Educational Development Institute at Qatar Foundation, Qatar

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.

ACEID2024 Pre-Recorded Virtual Presentations

International Education

76803 | *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 Univeristy of America, United States

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.

77892 | *Global Engagement in Sustainability Science for Higher Education Utilizing a Modified Citizen Science Model*
Robert Winston Taylor, Montclair State University of New Jersey, United States

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.

Language Development & Literacy

78055 | *An Exploration on the Perceived Challenges in Arabic Reading Fluency for Primary School Learners: A Basis for Primary School Reading and Automaticity Programmes*
Ibrahem Alamoush, Sharjah Education Academy, United Arab Emirates
Fatima Bailey, Sharjah Education Academy, United Arab Emirates

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.

Learning Experiences, Student Learning & Learner Diversity

76728 | *Middle School Pupils' Attitudes Toward the Climate Crisis*
Vered Yeflach Wishkerman, Kaye Academic College for Education, Israel

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.

76877 | *The Value of Internships for Students' Psychological Needs*
Lee Keng Ng, Singapore Institute of Technology, Singapore
Vanessa Soh, Singapore Institute of Technology, Singapore
Clara Lim, Singapore Institute of Technology, Singapore
Geraldine Seow, Singapore Institute of Technology, Singapore
Juline Tan, Singapore Institute of Technology, Singapore
Clara Ann, Singapore Institute of Technology , singapore

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.

77158 | *Acceptability of Messenger Chatbot "MASCIYA" as a Digital Interactive Teaching-Learning Material in General Biology 1*
Jericho Mauricio, Tumauini National High School, Philippines

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.

77747 | *Resilience and Adaptability: Mobile Education in Conflict-Affected Myanmar*
Lugyi No, University of Massachusetts, United States

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.

77894 | *Exploring the New Normal: A Qualitative Study on Student Engagement, Technology Access, and the Experience of Online Learning in Post-Pandemic College Education*
Edgar R. Eslit, St. Michael's College, Philippines

This study digs into the evolving field of higher education, particularly in the wake of a significant transition to online learning triggered by the global pandemic. Employing qualitative research methods, it incorporates comprehensive literature reviews, informal stakeholder interviews, and observational analysis of the virtual learning environment. The research aims to unearth nuanced insights into various facets such as student engagement, technology accessibility, and the overall online learning experience in the post-pandemic educational milieu. The findings underscore the imperative of innovative strategies, emphasizing the need to prioritize student well-being, enhance accessibility, and maintain learning quality in the digital era. As the higher education sector grapples with the challenges of adapting to this new normal, the study makes a significant contribution to ongoing dialogues by providing a foundation for substantive discussions on the future direction of college education. The methodology includes a rigorous analysis of existing literature, stakeholder interviews, and observational techniques for qualitative data collection. The results underscore the need for adaptive strategies to create a conducive online learning environment, highlighting the crucial role of technology in shaping student experiences. Moreover, the study stresses the urgent need for proactive measures to address the diverse challenges in the post-pandemic higher education landscape. Overall, the study serves as a comprehensive guide for institutions and practitioners striving to enhance the effectiveness and inclusivity of online learning in the current educational paradigm. This is a compelling narrative of the educational sector's resilience and adaptability, thriving and innovating even in these unprecedented times.

78900 | *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.

79103 | *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.

Primary & Secondary Education

79017 | *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.

Professional Training, Development & Concerns in Education

76793 | *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.

ACEID2024 Pre-Recorded Virtual Presentations

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.

Teaching Experiences, Pedagogy, Practice & Praxis

75462 | *Enhancing Chinese Speaking Proficiency Through Leveraging Higher Order Thinking (HOT) Skills in ACTFL OPI-Aligned Activities*
Hui-Ju Chuang, Defense Language Institute Foreign Language Center, United States
Lin Tsai, Defense Language Institute Foreign Language Center, United States

The ACTFL Oral Proficiency Interview (OPI) assessment serves as a widely acknowledged and reliable measure of an individual's linguistic speaking aptitude. Prioritizing Higher Order Thinking (HOT) skills in the creation and execution of ACTFL OPI-aligned speaking activities offers a profoundly effective strategy for cultivating students' oral proficiency at a higher level in the target language, both within and beyond the classroom confines. Speaking activities that are ACTFL OPI-focused enhance students' exposure to a wide array of subjects, fostering their communicative competence to encompass practical daily conversations as well as articulate argumentative discourse across familiar and unfamiliar topics. In our presentation, we delve into the strategic integration of HOT skills: analyzing, evaluating, and creating. For instance, within our weekly speaking club, students actively engage in discussions on contemporary hot topics. Each session, students assume different roles, such as the impromptu topic host (creating), evaluators (evaluating), master of ceremonies (creating), and speakers (analyzing). This multifaceted approach allows students to exercise their HOT skills and fosters a well-rounded language proficiency. This endeavor not only aims to enhance students' interpersonal and presentational communication competencies but also to cultivate their critical thinking abilities. Through drawing upon the experiences of a prominent California-based language institution, the discussion will shed light on how these integration of HOT skills into OPI-aligned speaking activities. Moreover, the presentation will pinpoint on fostering peer learning and autonomous learning paradigms through these discussions. The presenters will showcase these activities, presented through multimedia mediums.

75690 | *Action Research in an Educational Research Methods Course to Implement Alternative Teaching Approaches*
Özden 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*
Fitri 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 Borghetti. 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.

ACEID2024 Pre-Recorded Virtual Presentations

78358 | *Simulation-Based Teaching: A Case Study of Nurse Educators at the University of Botswana*
Dorcas Basetsana Maripe-Perera, University of Botswana, Botswana
Gaonyadiwe Lubinda, University of Botswana, Botswana
Wananani B. Tshiamo, University of Botswna, 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-resourced 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 Yusoph, 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 Ouyang, 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. It 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.

ACEID2024 Pre-Recorded Virtual Presentations

79043 | *Infinite-Pi Learning Model in Product Engineers Training*
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 Ouyang, Zhejiang University, China

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.

79075 | *Challenges and Needs for Primary Rural Schools to Develop Computing Science Teaching in Thailand*
Sukanlaya Tantiwisawaruji, King Mongkut's University of Technology Thonburi, Thailand
Sakulkarn Waleeittipat, King Mongkut's University of Technology Thonburi, Thailand
Pacharaporn Charoenwinai, King Mongkut's University of Technology Thonburi, Thailand
Nuttavud Koomthong, King Mongkut's University of Technology Thonburi, Thailand
Krittika Tanprasert Tanprasert, King Mongkut's University of Technology Thonburi, Thailand

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, psychology 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 consequently 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.

Linguistics/Language & Psychology/Behavioral Science

77177 | *Civic Responsibility and Health Prevention Habits*
Julia Wong, Singapore Institute of Technology, Singapore
Hannah Lee, Singapore Institute of Technology, Singapore
Cristalle Lim, Singapore Institute of Technology, Singapore
Jermaine Goh, Singapore Institute of Technology, Singapore
Yin Ying Tan, Singapore Institute of Technology, Singapore
Layla Natasha Omarrudin, Singapore Institute of Technology, Singapore

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.

78421 | *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.

79053 | *Balance and Gross Motor Skills Impairments Characterize Young Children with Autism Spectrum Disorders*
Fotini Tsiftzi, 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.

79054 | *Behavioral Assessment of Cerebellar Function in Preschool Children Diagnosed with Autism Spectrum Disorders*
Fotini Tsiftzi, University of Thessaly, Greece
Filippos Vlachos, University of Thessaly, Greece
Elias Avramidis, University of Thessaly, Greece
Despoina Papoudi, University of Thessaly, Greece
Plousia Misailidi, University of Ioannina, Greece

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.

76987 | *Self-Esteem, Family Satisfaction, and Cognitive Distortion of Young People with Visual Impairment: An Explanatory Sequential Mixed Methods Approach*
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. Cresiadriane Oxales, 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.

ACP2024 Pre-Recorded Virtual Presentations

77869 | *Social Media and Mental Health Discourse: Insights and Implications*
Moulika Mandal, FLAME University, India
Sairaj Patki, FLAME University, India

In the digital age, social media has become a sanctuary for countless individuals. This study employs quantitative methods and descriptive statistics to uncover the intricate patterns and motivations underpinning discussions about mental health on these platforms. Our analysis reveals that 38% of individuals utilize social media as a medium for sharing personal experiences. Meanwhile, 28% actively seek information, 16% serve as conduits, forwarding information from others, and 19% actively generate and disseminate mental health-related content. The motivations for engaging in discussions about mental health on social media platforms exhibit varying prevalence. Predominant motivations include seeking help for personal concerns, finding reassurance about their problems and potential solutions, using the virtual space as an emotional outlet, perceiving it as a safer alternative to real-life disclosure, and contributing to the broader cause of mental health awareness by sharing personal experiences. Additionally, users participate for purposes such as discussing potential solutions, broadening their outreach to a wide audience, offering support to others facing similar challenges, and seeking recommendations from therapists and counselors. This study carries significant implications for both interpersonal relationships and the digital landscape. First, it underscores the imperative of nurturing meaningful and supportive real-life interactions, which are fundamental to mental health promotion. Furthermore, the study advocates for the development of enhanced mental health-related features on social media platforms, enabling individuals to access tailored and substantive support, thereby harnessing the vast network potential of social media for the betterment of mental health.

78377 | *Effect of Expressive Arts Therapy on the Mental Health Challenges of Women Deprived of Liberty*
Venise Buenaflor, University of St. La Salle - Bacolod, Philippines

The study investigated the effect of Expressive Arts Therapy-based intervention (EAT-based) on the following mental health challenges: depression, aggression, trauma, and emotional regulation (cognitive reappraisal and expressive suppression) of women deprived of liberty (WDL). 45 WDL aged 18 to 55 (Mean=37.3) who screened positive for depression using PHQ-9 from the pretest phase participated in this study. Using a multiple-group design with pretest and posttest, the participants were matched according to their PHQ-9 scores, age, nature of incarceration, and months of facility detention, and were randomly assigned to the performing arts group (n=15), visual arts group (n=15), and wait-list control group (n=15). Data were analyzed using paired samples t-test and One Way Anova, Tukey's post-hoc Test, and Cohen's d estimates of effect sizes. Findings from this study showed that joining an EAT-based intervention reduced depression (t(14)=2.59,p=.022, d=.668) and reduced aggression (t(14)= 2.39,p=0.032,d=.616), for WDL assigned to the performing arts. For the visual arts, the intervention reduced depression (t(14)=2.57,p=.022,d=.663), reduced aggression (t(14)=2.24, p=0.042, d=.579), and reduced expressive suppression (t(14)=1.03,p=.036,d=.266). Comparing the post-test scores between WDL who participated in the two treatment conditions and the wait-list control group indicated that there was a significant difference (F(2,42)= 4.44,p=.018) in the depression variable between the performing arts group and the wait-list control group, which the performing arts group has the highest efficacy. A significant difference was also found in expressive suppression (F(2,42)=6.18,p=.004) between the visual arts group compared to the performing arts and control group which suggests that visual arts has the highest efficacy.

78746 | *Counseling and Coaching: Exploring the Core Similarities in Concepts, Behaviors, and Techniques*
Cory Gerwe, Eastern Virginia Medical School, United States
LaConda Fanning, Eastern Virginia Medical School, United States
Agatha Parks-Savage, Eastern Virginia Medical School, United States
Heather Newton, Eastern Virginia Medical School, United States

The integration of counseling principles into the professional coaching practice has increasingly garnered attention within the academic community. This presentation delves into the intersection between counseling and coaching, drawing upon a case study article from Gerwe et al. (2017) highlighting the evolution and impact of a counselor-based coaching program for physician residents. The National Board for Certified Counselors (NBCC) underscores the parallels between these two professions' educational and preparatory aspects (Labardee, Williams, & Hodges, 2012). This perspective is further supported by research indicating the efficacy of counseling skills and theories in enhancing the leadership and interpersonal growth of resident physicians (Gazelle, Liebschutz, & Riess, 2015). The focus of this analysis is to scrutinize the overlap in competencies, identifying the core similarities in concepts, behaviors, and techniques that unite counseling and coaching. Despite their differences in focal points, style, and timeframe, both fields share a fundamental set of skills. Counselors possess expertise in rapport building, recognizing developmental progression, assessment, psychoeducation, cognitive reframing, and solution-focused interventions. All of which are skills that are seamlessly transferable to coaching contexts. By examining the practical application of counseling techniques within coaching sessions, this presentation aims to bridge the conceptual and practical gaps between these two disciplines. It proposes that the integration of counseling methodologies into coaching can enhance the effectiveness of the latter, offering a multifaceted approach to personal and professional development. This exploration contributes to a growing body of literature advocating for a more integrated approach in the overlapping fields of counseling and coaching.

78802 | *Educators Managing Physician-Residents Struggling with Mental Health Concerns*
Agatha Parks-Savage, Eastern Virginia Medical School, United States
LaConda Fanning, Eastern Virginia Medical School, United States
Cory Gerwe, Eastern Virginia Medical School, United States
Heather Newton, Eastern Virginia Medical School, United States

Educators in the field of academic medicine are needing to equip themselves with the knowledge, skills and ability to manage physician-residents experiencing acute and long-term mental health concerns. The depression rate among medical residents is at 29%, while the rate among nonphysicians was 8%. Physicians die by suicide at twice the rate of the general population. In an October 2020 report, 87% of emergency physicians reported feeling more stressed due to COVID-19, but 45% said they didn't feel comfortable seeking treatment, even though they needed the help. Darrell Kirch, MD, President emeritus of the AAMC and co-chair of the National Academy of Medicine (NAM) Action Collaborative on Clinician Well-Being and Resilience, reported the stigma of physicians seeking mental health care can cost them their lives, but sharing their personal struggles can help save them. At our institution, these are not just statistics. In 2016, we sadly experienced one of our own physician-residents who committed suicide. This reality exposed us to the severity of mental health crises being experienced silently by some of our trainees. Over the next several years, we designed a process which includes the creation of developmental learning plans, early assessment mentoring and longitudinal coaching for our 350+ physician-residents. In our presentation, we will share our struggles, successes and suggestions for educators faced with managing learners with mental health concerns.

78964 | *Strengthening Resilience Against Vicarious Trauma: A Counselor-Developed Training Program for Physician Residents*
Cory Gerwe, Eastern Virginia Medical School, United States
Tom Seguin, Old Dominion University, United States

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 trauma 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 their 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*
Prangya Parimita Sahu, Taipei Medical University, Taiwan
Philip Tseng, National Taiwan University, Taiwan

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 benefitted 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 benefitted 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.

78872 | *Number of Value Levels to Be Learned Can Affect Short-term Value Recall in Humans*
Zahra Naghdabadi, Sharif University of Technology, Iran
Mehran Jahed, Sharif University of Technology, Iran
Ali Ghazizadeh, Sharif University of Technology, Iran

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*
Yosi Yaffe, Tel-Hai College, Israel

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.

76617 | *Factors Influencing Student Well-Being During the COVID–19 Pandemic and Lessons Learnt to Take Forward: Experience from an HEI in Oman*
Aliza Batool, National University of Science and Technology, Oman

Introduction: The unexpected onset of COVID-19 posed unprecedented challenges to the education system worldwide. The higher education institutions (HEIs) were pushed into unfamiliar territory, and perhaps the sector affected the most is wellbeing. Previous studies have indicated that the well-being of students is lowered when they enter the university, requiring support even under normal circumstances. The situation is further exacerbated by an external stressor like COVID-19. Thus, investigating the impact of pandemic on students has become highly essential. Aims: Our study aims to explore the impacts of the COVID-19 on the physical, emotional and psychological well-being of students. We also aim to analyse actions taken by the university to identify and recommend best practices and strategies for the HEIs to ensure student well-being in the post pandemic environment. Methodology: For this study, an online survey was conducted among the students of the National University of Science and Technology. The survey yielded findings from 393 students across disciplines. The survey included 20 items focusing on physical, psychological and social well-being. Data collected was analyzed using SPSS. 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.

77738 | *Bata Bata Paano Ka Ginawa?: The Effects of Child-Rearing on Developing Gender Identity*
Laurence Lingat, Central Luzon State University, Philippines
Pamela Canaveras, Central Luzon State University, Philippines

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.

77865 | *Cross-validation of Academic Motivation Scale in the Context of Hong Kong Higher Education*
Hoi Nga Ng, Saint Francis University, Hong Kong
Kam Weng Boey, The University of Hong Kong, Hong Kong

Academic motivation initiates, directs, and maintains behaviors regarding knowledge acquisition and achievement in learning environment. It affects not only students' academic performance, but also their adjustment to college life and mental well-being. Based on the self-determination theory, an English version of Academic Motivation Scale (AMS) was developed by Vallerand et al. in 1992. The scale has been used cross-internationally with significant findings. This study aimed to cross-validate AMS and established its psychometric properties in Hong Kong. A total of 549 college students (mean age = 23.5 years, SD = 7.2; 69% were females) participated in the study. Participation was voluntary and anonymous. Reliability of the seven subscales of AMS were satisfactory (Cronbach's α = .81 to .95). Composite reliability also ranged from .81 to .95. Convergent validity of AMS was indicated by its relationship with mental well-being (college liking, good peer relationship, positive academic self-concept, and global self-esteem). It is also demonstrated by its negative association with psychological distress. Discriminant validity was indicated by the HTMT ratios of less than .85 among the seven AMS subscales. Hypothesis regarding simplex structure was generally supported, providing additional evidence for the construct validity of AMS. Factorial validity of AMS was confirmed by the satisfactory goodness of fit between the 7-factor model and the observed data. To conclude, the psychometric properties of AMS were established and its cross-culturally applicability in the context of Hong Kong higher education was validated.

Qualitative/Quantitative Research in any other area of Psychology

77993 | *Sexual Self-Concept and Self-Evaluation of Female Survivors of Childhood Sexual Abuse in Hong Kong*
Hoi Nga Ng, Saint Francis University, Hong Kong
Kam Weng Boey, The University of Hong Kong, Hong Kong

Child sexual abuse is a very severe negative events that affect an individual's sexuality and self-concept. This study examined the impact of child sexual abuse (CSA) on the sexual self-concept (SSC) and self-evaluation of female survivors. A total of 83 female survivors and 89 women without a history of CSA participated in this study. Female survivors were invited to participate in this study through a center providing counseling for women with a history of child maltreatment. Women without a history CSA were recruited through convenience sampling. SSC refers to how individuals perceive themselves as sexual being. It reflects their sexual feelings, thinking, and actions. 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 d = 0.31]. SSC was found to mediate the negative effects CSA on both self-esteem and general self-efficacy. The findings implicated that to promote self-evaluation of female survivors of CSA, intervention programs may focus on fostering a healthy SSC.

78732 | *Developing a Culturally-Specific Internalized Stigma Scale for LGBTIQ+ Young Adults in Vietnam: A Mixed-Method Study*
Viet Trinh, Lighthouse Social Enterprise, Vietnam
Yu-Tien Hsu, Harvard University, United States
Linh Bui, Harvard University, United States

Literature lacks a theory-grounded psychometric measuring internalized stigma specific to LGBTIQ+ young adults in Vietnam. We conducted a mixed-method study in order to invent a culturally-specific theory of internalized stigma and develop a theory-driven measurement. Via the constructivist Grounded theory method, we conducted 15 semi-structured interviews, analyzed data, developed a conceptual theory of internalized stigma, and proposed an initial 35-item measurement. One expert panel and one community panel reviewed and suggested a revised 42-item scale. Then we piloted the revised scale on 59 participants via an online survey. Preliminary exploratory factor analysis (EFA) revealed satisfactory performance among only 26 items. Finally, we psychometrically tested the 26-item scale on 327 participants. Mental health outcomes such as depression (PHQ-9) or anxiety (GAD-7) were also assessed for convergent validity. We performed factor analysis and item trimming through EFA and assessed for model fitness through confirmatory factor analysis (CFA). Our Grounded Theory of internalized stigma consists of three key themes including emotion, cognition, and behavioral inclination, with strong socio-cultural manifestations and complex relationships between self and others (parents, family, and society). Through EFA, we performed item trimming and found our revised 19-item scale with high internal consistency (Cronbach's alpha of 0.91) but rather fit into a four-factor model. We revised our conceptual framework into 4 main themes. CFA confirmed our scale's goodness of fit(Standardized root mean squared residual = 0.05; Comparative fit index = 0.95). To date, this is the first validated internalized stigma scale to be developed for young LGBTIQ+ adults in Vietnam.

78842 | *Characteristics of Qualitative Research Methods in Clinical Psychology in Japan*
Yutaro Hirata, Kagoshima University, Japan
Masako Iida, Kagoshima University, Japan
Kayo Kamimura, Kagoshima University, Japan

In the field of clinical psychology in Japan, a large number of qualitative research articles conducted GTA or M-GTA analysis using semi-structured interviews (Iida et al., 2022). However, prior research is not limited to subjects in need of support, which is a characteristic of clinical psychology. Therefore, the purpose of this study was to clarify the characteristics of qualitative research methods in the field of clinical psychology in Japan. We identified 152 articles on qualitative research from clinical psychology-related journals and selected 81 articles on subjects in need of support and their related persons. Based on these articles, we created three categories: characteristics of the subjects, data collection methods, and analysis methods, and created a control table to examine the characteristics of the subjects and data. The results showed that semi-structured interview was the method in the top 10% or more in the cross table of subjects and data collection methods in medical care and social issues. In addition, GTA and M-GTA were common in medical care and social issues, and only TEM was found in medical care in the cross table of subjects and analysis methods. In the cross table of data collection and analysis methods, semi-structured interview/GTA, semi-structured interview/M-GTA, and clinical practice records/other qualitative data analysis were in the top 10% or higher. The above results revealed that semi-structured interviews and GTA were the main methods used, while clinical practice records were studied using a variety of analytical methods.

78967 | *Reducing Vaccine Hesitancy and Improving MMR Vaccination Uptake: A Behavioral Approach in the Philippines*
Timothy John M. Agulto, AHA! Behavioral Design, Philippines
John Dominic E. Rodriguez, AHA! Behavioral Design, Philippines
Mary Louise B. Rivera, AHA! Behavioral Design, Philippines
Rachel Angela A. Gutierrez, AHA! Behavioral Design, Philippines
Anna Mae D. Bautista, Ateneo de Manila University, Philippines
Leslie A. Lopez, Ateneo de Manila University, Philippines

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) vaccination uptake, 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. Initial findings revealed significant positive changes in caregiver behavior. A key observation was the increased planning towards vaccination, with two critical gateway behaviors identified: building self-efficacy to plan around vaccination visits and proactively managing potential side effects. 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.

77666 | *Contemporary Practice in Psychological Diagnostics Batteries and Tests Used in Czech Republic and Worldwide – Narrative Comparison*
Lothar Filip Rudorfer, Charles University, Czech Republic

The project aims to gauge the awareness of psychometric standards and the application of psychodiagnostic tools by the professional psychological community, notably those that assess language abilities. This aspect is vital since many Czech pedagogical and psychological methods lack thorough details on data handling, review regularity, and adherence to psychometric validity and reliability standards. Enriching this research, 60 psychologists worldwide have engaged in our questionnaires, reflecting the study's international scope. Two targeted screening questionnaires, available in Czech and English, are designed for practising psychologists and pedagogy and psychology researchers. These will measure the professional and academic communities' familiarity with standardization processes in psychodiagnostic practices. The study targets psychologists utilizing psychodiagnostic tests and researchers incorporating these tools into their work. It investigates the hurdles to using standardized diagnostic methods, the decision-making and purchasing processes of such tools, the potential need for a governing body to oversee psychodiagnostic instruments, and the psychometric conformity of commonly used language performance tools in pedagogical-psychological settings. Another goal is to catalogue the frequently employed psychodiagnostic instruments that include language performance items, aiming to create an aggregated study. This project not only maps current practices but also serves as a critical resource for psychologists and researchers dedicated to enhancing the quality and effectiveness of psychodiagnostic assessments.

AGen2024 Pre-Recorded Virtual Presentations

Aging and Gerontology

75306 | *Estimating the Value of Informal Care in European Countries*
Cristina Vilaplana-Prieto, University of Murcia, Spain

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 European's Gross Domestic Product (GDP). Our estimates suggests 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*
Summer Hassan, Auckland City Hospital, New Zealand

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)*
Atul Sunny Luthra, McMaster University, Canada
Raymond LinBin Gao, St. Peter's Hospital, Canada
Shannon Remers, Homewood Health Inc., Canada
Peter Carducci, University of Waterloo, Canada
Joanna Sue, St. Peters Hospital, Canada

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.

77132 | *Health-Food-Care Profiles of Elderly People in Argentina*
Maria Daniela Abraham, National University of Córdoba, Argentina
Mariana Butinof, National University of Córdoba, Argentina
Eugenia Haluszka, National University of Córdoba, Argentina
Nahuel Guillermo Dagatti, National University of Córdoba, Argentina
Dolores Dopazo, National University of Córdoba, Argentina
Natalia Franco, National University of Cordoba, Argentina

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 distinctive 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.

77744 | *Working or Not Working and the Wellbeing of Older Adults: Evidence from Abu Dhabi*

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Mugheer Alkhaili, Abu Dhabi Department of Community Development, United Arab Emirates
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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.

77867 | *Elderly Parent-Child Relationship in Thailand: Types, Determinants, and Impacts*

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Duanpen Theerawanviwat, National Institute of Development Administration, Thailand
Pachitjanut Siripanich, National Institute of Development Administration, Thailand

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.

78132 | *Ethical and Privacy Considerations in the Use of Digital Technology in Nursing Homes: Literature Review*

Ivan Jurišić, Alma Mater Europaea - ECM, Slovenia

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.

78739 | *Changes in Research on the Senior-Friendly Layout of Medical Facilities Before and After COVID-19*

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Zao Li, Anhui Jianzhu University, China
Bin Ren, Anhui Jianzhu University, China
Yiqing Cai, Hefei University of Technology, China

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.

77119 | *Effects of Exergame Balance Training Complexity on Cognitive Performance in Patients with MCI*
Aruba Saeed, Riphah International University, Pakistan
Imran Amjad, Riphah International University, Pakistan

Combining balance and cognitive training of different complexities through exergame balance training might train cognitive abilities in a better way in patients with mild cognitive impairment. The objective is to determine the effects of exergame balance training of different complexities on cognition in patients with mild cognitive impairment (MCI). The methodology was a double-blinded, four-armed parallel design, Randomized Clinical Trial. Ninety-seven participants with mild cognitive impairments MoCA (18-24), between the ages of 50 and 75 years, participated in the planned physical and computer-based cognitive training, and were randomly assigned to one of four exergame balance training groups (mild complexity, moderate complexity, high complexity, and control). Participants received three session per week for eight weeks. The assessment was conducted through sub-component of MoCA, Including visuospatial, naming, memory, attention, language, abstraction, orientation, Stroop A,B,C, Error at Stroop A, Stroop B and Stroop C at baseline, after the 4th and 8th week. The mixed model analysis of covariance while fixing the baseline values as a covariate was used to determine interaction effects between interventions and time. Post hoc analysis was performed to investigate between groups differences. A significant interaction effect of group and time was observed for visuospatial $p<0.001$, attention $p=0.045$, abstraction $p=0.043$ Stroop C $p=0.032$, Errors at Stroop B $p=0.007$ and C $p=<0.001$. A significant difference between moderate and high complexity groups with the control group were observed ($p<0.05$). The results indicate that exergame balance training of moderate and high complexity influence the cognition abilities to a greater extent.

Built Environment

75077 | *Assessing Interest and Educational Gaps in AI and Robotics Applications for Elderly Care Among Healthcare Students*
Hoang-Nam Tran, Tokushima University, Japan
Ngoc-Quang Phan, Thai Binh University of Medicine and Pharmacy, Vietnam
The-Diep Nguyen, Thai Binh University of Medicine and Pharmacy, Vietnam
Trung-Kien Nguyen, Thai Binh University of Medicine and Pharmacy, Vietnam
Tuan-Dat Pham, Thai Binh University of Medicine and Pharmacy, Vietnam
Bao-Ngoc Dang, VinUniversity, Vietnam

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 non-physical 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.

77113 | *Shifting Sands: (Re-) Calibrating the Home for Technology-Enabled Care*
Ruhamah Thejus, University of St. Andrews, United Kingdom

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.

77114 | *Research on the Daily Travel Behavior Characteristics of the Elderly in New Urban Areas in China Based on GNSS Trajectory*
Yiqing Cai, Hefei University of Technology, China
Zao Li, Anhui Jianzhu University, China

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*
Sharifah Rose Ee, Monash University Malaysia, Malaysia

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*
Chorong Park, Purdue University, United States

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 neglection 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*
Sivaranjani P, All India Institute of Speech and Hearing, India
Swapna N, All India Institute of Speech and Hearing, India

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 IOPI (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.

AGen2024 Pre-Recorded Virtual Presentations

Loneliness

79149 | *Latent Social Isolation Resilience Practices of Japanese Older Adults*
Ryan Browne, Tohoku University, Japan
Ye Zhang, Tohoku University, Japan
Takamitsu Shinada, Tohoku University, Japan
Toshimi Ogawa, Tohoku University, Japan
Yasuyuki Taki, Tohoku University, Japan

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?*
Titinan Pewnil, Chulalongkorn University, Thailand
Wiraporn Pothisiri, Chulalongkorn University, Thailand

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*
Neha Kumari, International Institute for Population Sciences, India
Nandita Saikia, International Institute for Population Sciences, India

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.

Reviewers

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Barcelona
November 12-16, 2024
The Barcelona Conference on Education
The Barcelona Conference on Arts, Media & Culture

Honolulu
January 3-7, 2025
The IAFOR International Conference on Education
The IAFOR International Conference on Arts & Humanities

Incheon
October 28-November 1, 2024
The Korean Conference on Education
The Korean Conference on Arts & Humanities

Kuala Lumpur
February 21-25, 2025
The Southeast Asia Conference on Education

Kyoto
October 15-19, 2024
The Asian Conference on Media, Communication & Film
The Kyoto Conference on Arts, Media & Culture

London
July 11-15, 2024
The European Conference on Education
The European Conference on Language Learning
The European Conference on Arts & Humanities
The European Conference on Aging & Gerontology

Paris
June 13-17, 2024
The Paris Conference on Education
The Paris Conference on Arts & Humanities

Tokyo
May 23-27, 2024
The Asian Conference on Cultural Studies
The Asian Conference on Arts & Humanities
The Asian Conference on the Social Sciences

November 26-29, 2024
The Asian Conference on Education

March 24-28, 2025
The Asian Conference on Education & International Development
The Asian Conference on Psychology & the Behavioral Sciences
The Asian Conference on Aging & Gerontology

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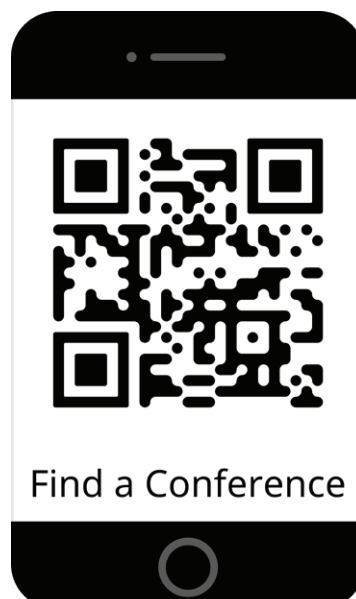
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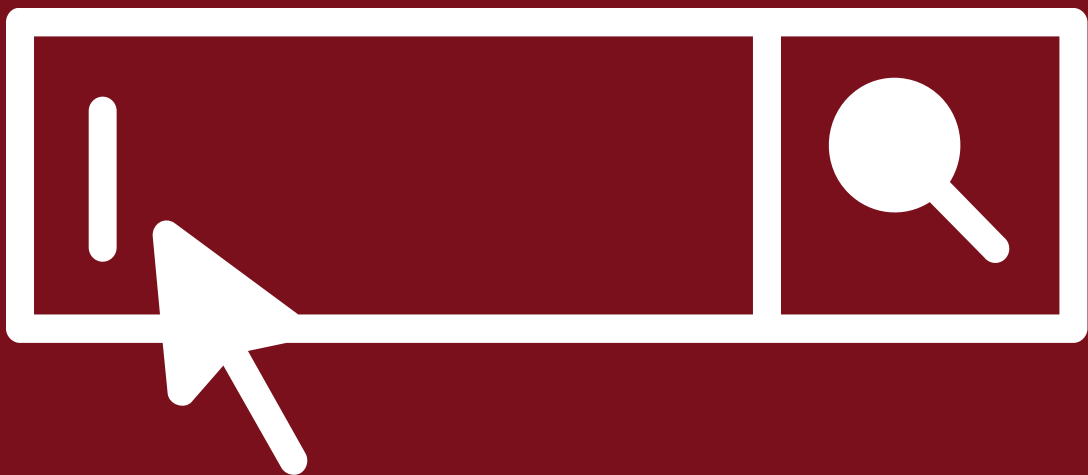**OSAKA UNIVERSITY**

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