

# BARCELONA

THE BARCELONA CONFERENCE ON EDUCATION

THE BARCELONA CONFERENCE ON ARTS, MEDIA & CULTURE

**PROGRAMME + ABSTRACT BOOK**

ONLINE FROM BARCELONA, SPAIN | DECEMBER 08-10, 2021



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IAFOR has entered into a number of strategic partnerships with universities across the world to form the IAFOR Global Partnership Programme. These academic partnerships support and nurture IAFOR's goals of educational cooperation without borders, connecting the organisation with institutions that have an international and internationalising profile, and a commitment to interdisciplinary research. The IAFOR Global Partnership Programme provides mutual recognition and scope for Global Partner institutions and organisations to showcase their research strengths, as well as engage in the development of projects and programmes with IAFOR.



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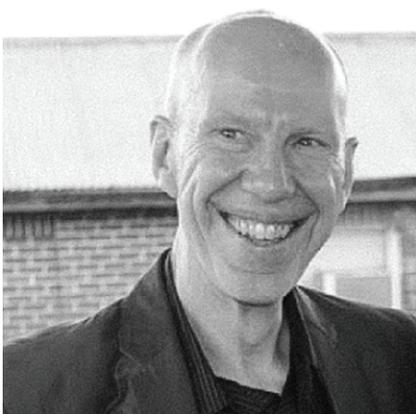
**Joseph Haldane**  
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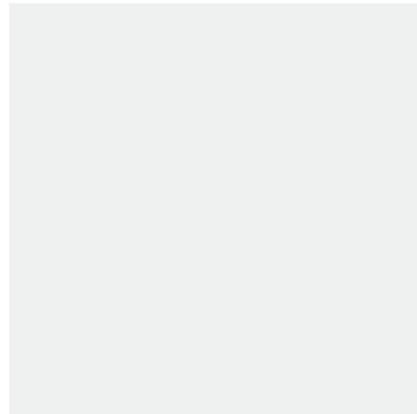
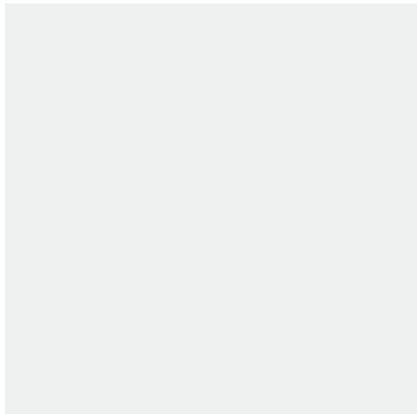
**Donald E. Hall**  
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**Baden Offord**  
Curtin University, Australia



**Cornelis Martin Renes**  
University of Barcelona, Spain



# Letter of Welcome



Welcome to IAFOR's autumn conference series,

We are very happy to be able to welcome you online to our conference, knowing that you will be joining this event from many corners of the world, and enriching this international academic forum with your own national, cultural, disciplinary, and personal perspectives.

As we look towards the end of the global pandemic, we do so from a position of apprehension; that strange mix of hope and excitement, but also of anxiety and fear. The future, defined by its vast unknown possibilities, has never seemed so uncertain. Our systems and values on a global and local level have been

called into question, as our personal and professional lives have been destabilised at best, and destroyed at worst. This collective and prolonged trauma will take years to address, and its many and varied lessons may never be understood.

The pandemic has underlined the importance of all fields of research, but also of interdisciplinary study. While COVID-19 was an opportunity for the "hard" sciences, and the fields of medicine, engineering and technology to showcase solutions, it also underlined their weaknesses, and the central charge that science, medicine and technology was providing solutions to problems it had itself created. It underlined the importance of such fields as politics, philosophy, ethics, and law in the governance of experimentation in science, and in the technologies that not only track and trace our movements for our safety, but also extend, commodify, and justify surveillance culture. It underlined the centrality of the fields of media, as well as that of education in sense-making and public communication.

Lockdowns and shutdowns have been explained and rationalised along the same lines by liberal democracies as they have by authoritarian regimes. Freedoms long protected have been shelved, and the psychological impact on our children and students has been immense.

We are far from being at the end of this globalised and shared pandemic, but we have been reminded of the extent to which we are interdependent, and that we are stronger when we are able to tackle these enormous challenges and questions together. Whether COVID-19 or the changes wrought by climate change, the adage of think globally, but act locally will be central to addressing the challenges facing us collectively as we regroup and rebuild.

Over the course of this event, and to those in the future, we will offer a platform to address these and related issues affecting our world. We thank you for joining the International Academic Forum, and look forward to your active participation in this event.

## **Dr Joseph Haldane**

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

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

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

Member, Expert Network, World Economic Forum

# Submit your research to the IAFOR Journal of Education

The *IAFOR Journal of Education* is a Scopus indexed, internationally reviewed and editorially independent interdisciplinary journal associated with IAFOR's international conferences on Education.

**Editor:** Dr Yvonne Masters

**ISSN:** 2187-0594

**Contact:** publications@iafor.org

## Aims & Scope

The *IAFOR Journal of Education* is an Open Access, peer-reviewed, international and intercultural journal. The journal encourages interdisciplinary research, with the primary focus being on addressing critical issues and current trends and research in education. This would include exploring significant themes, exceptional programs and promising practice in the field of education, and educational policy. The anticipated audience is preservice and inservice teachers and administrators, university faculty and students, education policy makers, and others interested in educational research. Papers submitted by academic researchers, theorists, practising teachers, policy-makers and educational administrators are welcomed. Submissions should be original, previously unpublished papers which are not under consideration for publication in any other journal. Please note that papers already submitted to or published in IAFOR Conference Proceedings are not accepted for publication in any of IAFOR's journals.

Indexed in: Scopus (from 2019), DOAJ, ERIC, EBSCO Discovery Service, Education Source, MIAR, TROVE, SHERPA/RoMEO, WorldCat and Google Scholar. DOIs are assigned to each published issue and article via Crossref.

## IAFOR Commitment

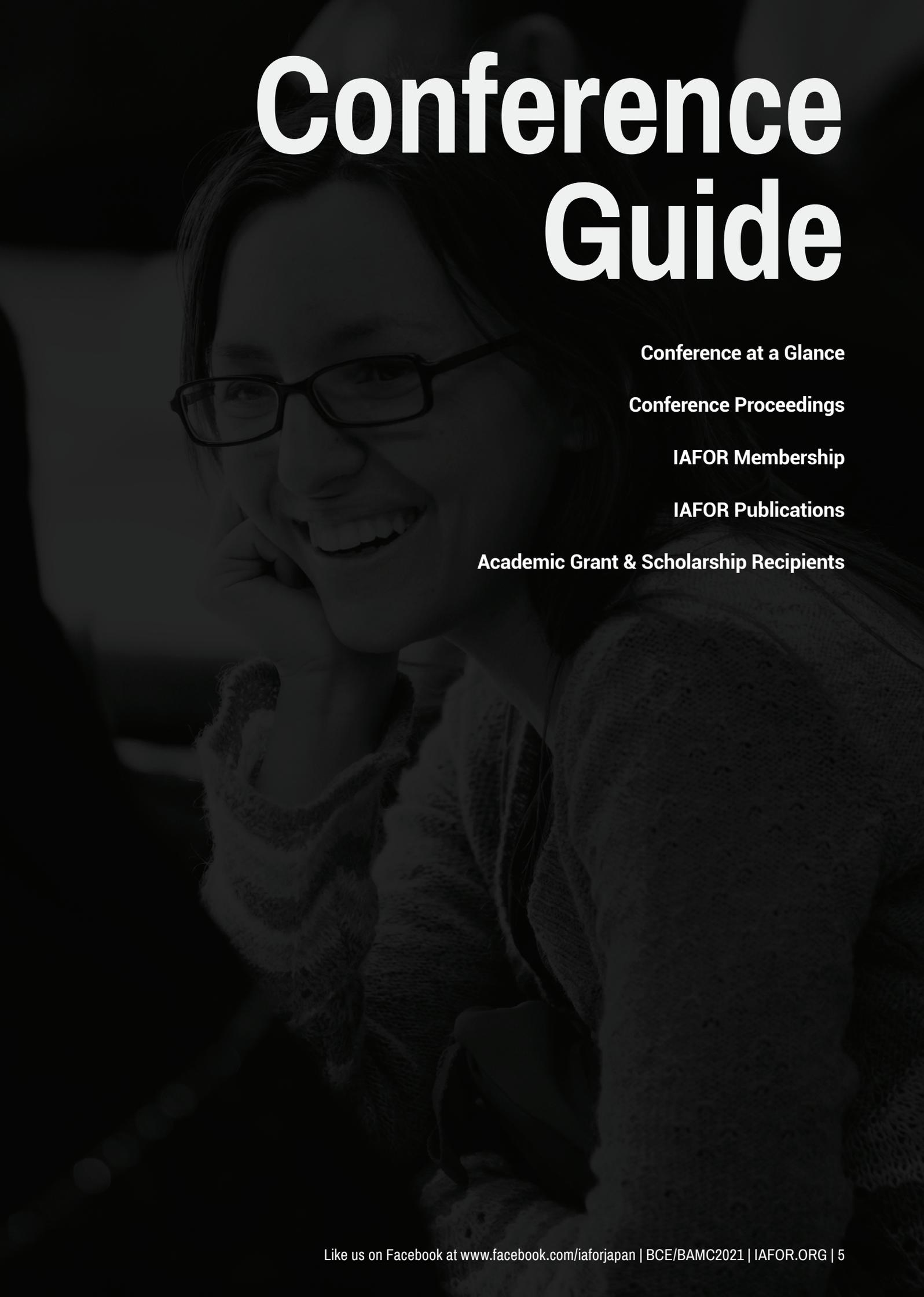
IAFOR believes in "Open Access" publishing, and since 2009, has been committed to maintaining an online searchable research archive that offers free access to anyone, anywhere, where there is Internet access, regardless of institutional affiliation or scholarly rank. IAFOR publications are accessible on the website (Open Access) to researchers all over the world, completely free of charge and without delay or embargo. Authors and contributors are not required to pay charges of any sort towards the publication of IAFOR journals.

For more information please visit:

**[www.iafor.org/journal/iafor-journal-of-education](http://www.iafor.org/journal/iafor-journal-of-education)**

The *IAFOR Journal of Education* is indexed in Scopus.

**Scopus**<sup>®</sup>



# Conference Guide

**Conference at a Glance**

**Conference Proceedings**

**IAFOR Membership**

**IAFOR Publications**

**Academic Grant & Scholarship Recipients**



## December 08 | All times are Central European Time (UTC+1) Wednesday at a Glance

- 09:00-09:10      Announcements, Recognition of IAFOR Scholarship Winners  
& Welcome Address  
Joseph Haldane, IAFOR, Japan
- 09:10-09:55      **Featured Interview Session**  
*Brexit, Borders and the Gibraltarian Voice:  
A Conversation With M.G. Sanchez*  
M.G. Sanchez, Writer, United Kingdom  
Isabel Alonso-Breto, University of Barcelona, Spain
- 09:55-10:05      Break
- 10:10-11:10      **Keynote Presentation**  
*Engaging with Culture: A Conversation on Decolonising the Future*  
Baden Offord, Curtin University, Australia  
Yirga Gelaw Woldeyes, Curtin University, Australia
- 11:10-11:20      Break
- 11:20-12:10      **Workshop Presentation**  
*In Pursuit of Aimlessness: Psychogeographical Encounters in  
Post-pandemic Environments (Part 1 of 2)*  
Aleya James, Royal College of Art, United Kingdom  
Kyung Hwa Shon, Royal College of Art, United Kingdom

This engaging participatory two-session workshop introduces psychogeography as a pedagogical tool for promoting interdisciplinary practices across the humanities, media and culture using a practice-led creative writing methodology. (see page 35 for the full description)



## December 09 | All times are Central European Time (UTC+1) Thursday at a Glance

- |                    |   |
|--------------------|---|
| <b>09:45-10:10</b> | <b>Spotlight Speaker Presentation</b><br><i>Sustaining Excellence in Academic Research in the Context of the New Normal</i><br>Mario Pace, University of Malta, Malta     |
| 10:10-10:20        | Break   |
| <b>10:20-12:00</b> | <b>Live-Stream Presentation Session 1</b><br>Room A: Sociology<br>Room B: Education & Difference: Gifted Education, Special Education, Learning Difficulties & Disability |
| 12:00-12:10        | Break   |
| <b>12:10-13:00</b> | <b>Live-Stream Presentation Session 2</b><br>Room A: Music<br>Room B: International Education   |
| 13:00-13:10        | Break   |
| <b>13:10-15:15</b> | <b>Live-Stream Presentation Session 3</b><br>Room A: Humanities<br>Room B: Foreign Languages Education & Applied Linguistics (including ESL/TESL/TEFL)                    |



## December 10 | All times are Central European Time (UTC+1) Friday at a Glance

- |             |  |
|-------------|--|
| 09:00-09:05 | <b>Welcome Address</b><br>Joseph Haldane, IAFOR, Japan   |
| 09:05-10:05 | <b>Featured Interview Session</b><br><i>Resisting Assessment</i><br>Bill Phillips, University of Barcelona, Spain<br>Sara Martín, Universitat Autònoma de Barcelona, Spain   |
| 10:05-10:15 | Break  |
| 10:15-11:55 | <b>Live-Stream Presentation Session 1</b><br>Room A: Cultural Studies/Literary Studies<br>Room B: Higher Education   |
| 11:55-12:05 | Break  |
| 12:05-13:20 | <b>Live-Stream Presentation Session 2</b><br>Room A: Learning Experiences, Student Learning & Learner Diversity<br>Room B: Professional Training, Development & Concerns in Education  |
| 13:20-13:30 | Break  |
| 13:30-15:10 | <b>Live-Stream Presentation Session 3</b><br>Room A: Arts Practices & Workshop: <i>In Pursuit of Aimlessness: Psychogeographical Encounters in Post-pandemic Environments (Part 2 of 2)</i><br>Room B: Teaching Experiences, Pedagogy, Practice & Praxis |
| 15:10-15:20 | <b>Closing Address</b><br>Joseph Haldane, IAFOR, Japan   |

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## RESEARCH ARCHIVE

# [www.papers.iafor.org](http://www.papers.iafor.org)



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

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



## 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](http://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 January 12, 2022, through the online system.** The proceedings will be published on February 15, 2022.

## Conference Catch-up

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

## Pre-Recorded Virtual Presentations

A full list of pre-recorded virtual video 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.



## 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](http://www.iafor.org/membership)**

## **Introduction**

IAFOR's publications provide a constructive environment for the facilitation of dialogue between academics at the intersections of nation, culture and discipline. Since 2009, when the organisation was established, over 20,000 academics have presented their research at IAFOR conferences – a wealth of ideas have been generated and partnerships formed. Our various publications, from Conference Proceedings, to peer-reviewed journals, to our online magazine, provide a permanent record of and a global online platform for this valuable research. All of our publications are Open Access, freely available online and free of publishing fees of any kind. By publishing work with IAFOR, authors enter into an exclusive License Agreement, where they have copyright, but license exclusive rights in their article to IAFOR as the publisher.

## **Conference Proceedings**

As a presenter at an IAFOR conference you are encouraged to submit a final paper to our Conference Proceedings. These online publications are Open Access research repositories, which act as a permanent record of the research generated at IAFOR conferences. All of our Conference Proceedings are freely available to read online. Papers should be uploaded through the submission system before the Final Paper Submission Deadline, which is one month after the end of the conference. Please note that works published in the Conference Proceedings are not peer-reviewed and cannot be considered for publication in IAFOR journals.

## **IAFOR Journals**

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

### **How are papers submitted?**

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

### **How does IAFOR ensure academic integrity?**

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

### **Where are the journals indexed?**

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

## What's the reach?

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

Selected IAFOR Journals are available for purchase on Amazon. Search for The International Academic Forum (IAFOR).

## What's the cost?

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

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

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

## Current IAFOR Journal titles include

*IAFOR Journal of Arts & Humanities*

*IAFOR Journal of Cultural Studies*

*IAFOR Journal of Education*

*IAFOR Journal of Literature & Librarianship*

*IAFOR Journal of Media, Communication & Film*

*IAFOR Journal of Psychology & the Behavioral Sciences*

## THINK

*THINK*, The Academic Platform, is IAFOR's online magazine, publishing the latest in interdisciplinary research and ideas from some of the world's foremost academics, many of whom have presented at IAFOR conferences. Content is varied in both subject and form, with everything from full research papers to shorter opinion pieces and interviews. *THINK* gives academics the opportunity to step outside of the traditional research publishing status quo – to get creative, explore different disciplines and to have their ideas heard, shared and discussed by a diverse, global audience.

For more information on *THINK* please visit [www.think.iafor.org](http://www.think.iafor.org)

**If you would like more information about any of IAFOR's publications, please contact [publications@iafor.org](mailto:publications@iafor.org)**

# **Academic Grant & Scholarship Recipients**

Our warmest congratulations go to Olufemi Adigun, Emma Chen, and Gabriel Hervás Nicolás, who have been selected by the conference Organising Committee to receive grants and scholarships to present their research at BCE/BAMC2021.

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

Find out more about IAFOR grants and scholarships: [www.iafor.org/financial-support](http://www.iafor.org/financial-support)

## **Olufemi Timothy Adigun | IAFOR Scholarship Recipient**

**60897**

*An Assessment of Mothers' Perception of Fathers' Involvement in Digital Teaching and Learning During the Lockdown*

Olufemi Adigun, University of Zululand, South Africa

Olufemi Timothy Adigun PhD holds the Nigeria Certificate in Education from the Federal College of Education (Special) Oyo; Bachelor Degree in Education (Special Education), Master Degree in Education (Deaf Studies) and Doctoral of Philosophy from the University of Ibadan, Nigeria. He served as a Sign Language Interpreter at the Department of Special Education, University of Ibadan. He has also served as an Adjunct Lecturer at the Department of Educational Evaluation and Counselling Psychology, Faculty of Education, University of Benin, Nigeria. Olufemi is currently a Postdoctoral Research Fellow at the Department of Educational Psychology and Special Needs Education, University of Zululand, South Africa. Dr. Olufemi's research has bias for technology, empowerment and disability studies.

## **Emma Chen | IAFOR Scholarship Recipient**

**61230**

*Engaging Parents in Newcomer Children's Language Teaching and Learning*

Emma Chen, University of Saskatchewan, Canada

Emma Chen is a doctoral student in Curriculum Studies at the University of Saskatchewan, engaged in a narrative inquiry into immigrant children's heritage language education, in the context of home, community, and school. Originally from China, Emma is an immigrant parent to two young bilingual children who speak both English and Chinese. Every day, Emma walks alongside her little girls exploring the wonderful (and sometimes challenging) worlds of language and culture.

## **Gabriel Hervás Nicolás | IAFOR-Barcelona Scholarship Recipient**

**61879**

*Faculty Development in Japan: Key Factors With Ramifications on the Work of Faculty Developers*

Gabriel Hervas, The University of Tokyo, Japan

Dr Gabriel Hervás Nicolás is an Assistant Professor at the Department of Teaching and Learning and Educational Organization, the University of Barcelona. He is also a Visiting Researcher at the Institute for Educational Research and Service, at the International Christian University, Japan and a visiting professor at the University of Tokyo's Center for Research and Development of Higher Education.

# Wednesday, December 08

## Plenary Session

All times are in Central European Time (UTC+1)

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

# Featured Interview Session: M.G. Sanchez & Isabel Alonso

## Brexit, Borders and the Gibraltarian Voice: A Conversation With M.G.Sanchez

Wednesday, December 08 | 09:10-09:55 | Central European Time (UTC+1)

In this session Dr Isabel Alonso Breto of the University of Barcelona will be chatting with M.G. Sanchez, Gibraltar's most well-known novelist. Sanchez – who holds a PhD in English Literature from the University of Leeds – is the author of fourteen books with a Gibraltar theme, including six novels (*The Escape Artist*, *Solitude House*, *Jonathan Gallardo*, *Diary of a Victorian Colonial*, *The Fetishist*, and *Gooseman*) and three autobiographical memoirs (*Past*, *Bombay Journal*, and *Border Control*). Alonso and Sanchez will be discussing borders, Brexit and narrative voices in *The Fetishist*, the author's latest novel (due to be published in October 2021), as well as looking at some of the broader challenges and obstacles faced by writers coming from contested micro-territories.



### M.G. Sanchez

M.G. Sanchez is a Gibraltarian writer based in the UK. He studied at the University of Leeds, where he obtained BA, MA and PhD degrees in English Literature. He is the author of fourteen books, among them novels, journals, memoirs, historical studies and collections of short stories. His writing focuses on Gibraltarian identity politics and on the geopolitical challenges facing the Rock and its inhabitants. He is also interested in borders, Brexit, masculinity, national stereotypes and colonial/post-colonial discourses of "otherness".

More information about his writing can be found at <https://www.mgsanchez.net> and [www.facebook.com/mgsanchezwriter/](http://www.facebook.com/mgsanchezwriter/).



### Isabel Alonso

Dr Isabel Alonso-Breto obtained her PhD from the University of Barcelona in 2003, where she is currently a Senior Lecturer. A scholar in the area of Postcolonial Studies, she has worked on authors of Caribbean, Canadian, Indian and South-African origin, while her present research focuses on literature and life writing by Sri Lankan authors, mostly of the diaspora. A visiting scholar in recent years at the Universities of Toronto (Canada) and Marburg (Germany), Dr Alonso-Breto has been the guest editor of several issues of academic journals such as *Coolabah* and *Indialogs*, and is the general editor of the miscellaneous journal, *Blue Gum*. Also

interested in the social role of creative writing and translation, she has several pieces to her credit in this regard. Lately she has translated into Spanish the anthology *Siembra solo Palabras*, by Sri Lankan Tamil poet Cheran, published in 2019. Dr Alonso-Breto is a member of Ratnakara, a research group devoted to the study of the literatures and cultures of the Indian Ocean, and the Vice-Director of the Centre for Australian and Transnational Studies at the University of Barcelona.

# Keynote Presentation: Baden Offord & Yirga Gelaw Woldeyes Engaging with Culture: A Conversation on Decolonising the Future

Wednesday, December 08 | 10:10-11:10 | Central European Time (UTC+1)

One of the key features of future humanities research and teaching will be to enable intellectual and creative spaces within and beyond institutional settings that critically explore knowledge-making from a decolonising perspective and approach. Palestinian scholar Edward Said regarded culture as a fundamental place to consider the interdependent relationship between established traditions and the complex diversities of the world. He advocated for public intellectual and creative spaces where the social responsibilities and priorities of writers, educators, artists, poets and intellectuals could emerge with their radical and transformative energies. Our conversation will take up Said's call by pivoting towards aspects of culture where knowledge-making might be radically decolonised as a priority for the future. We will draw on our scholarship and experience of epistemic violence regarding Ethiopian knowledge-making, as well as living as cultural "others" in western settler societies.



## Baden Offord

Baden Offord is Emeritus Professor of Cultural Studies and Human Rights at Curtin University, Australia. Born in Aotearoa/New Zealand of Māori and Pākehā heritage, he has lived most of his life in Australia, as well as several years in Spain, South India, and Japan. An internationally respected scholar in human rights, education, sexuality and culture, his latest book (co-edited with Fleay, Hartley, Woldeyes and Chan) is *Activating Cultural and Social Change: The Pedagogies of Human Rights* (London, Routledge: 2022).

Professor Offord has held academic appointments as the Dr Haruhisa Handa Chair of Human Rights in the Centre for Human Rights Education at Curtin University (2015-2020); as Chair (Visiting Professor) of Australian Studies, Centre for Pacific and American Studies at The University of Tokyo (2010-2011); as Visiting Professor at the University of Barcelona; and as Professor of Cultural Studies and Human Rights at Southern Cross University (1999-2014). He has also had visiting positions at Indiana University, the University of Auckland, and La Trobe University. In 2021 he was appointed an Officer in the Order of Australia (AO) 'for distinguished service in tertiary education in the field of human rights, social justice and cultural diversity.'

Professor Offord is a member of IAFOR's Academic Governing Board. He is Chair of the Cultural & Area Studies section of the International Academic Advisory Board.

[Dr Woldeyes biography is provided on the following page].



## Yirga Gelaw Woldeyes

Dr Yirga Gelaw Woldeyes is a Senior Lecturer, multidisciplinary researcher and writer based at Curtin University's Centre for Human Rights Education, Australia. Drawing from the history, philosophy and experiences of marginalised people and communities, Yirga contributes critical insights for reimagining the future and addressing epistemic and racial injustices. He researches African experience and Ethiopian traditions and writes creatively on belonging and diasporic lives. He has won university and industry awards for his teaching, research, and creative writing. His publications include the sole-authored

book *Native Colonialism: Education and the Economy of Violence Against Traditions in Ethiopia*. (New Jersey: The Red Sea Press, 2017) and the forthcoming book (with Offord, Fleay, Hartley and Chan) *Activating Cultural and Social Change: The Pedagogies of Human Rights* (London: Routledge, 2022).

# Thursday, December 09

## Parallel Sessions

All times are in Central European Time (UTC+1)

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



# 09:45-10:10 | Central European Time (UTC+1) Spotlight Session | Room A

**Session Chair: Sue Ballyn**

**60807 09:45-10:10**

*Sustaining Excellence in Academic Research in the Context of the New Normal*

Mario Pace, University of Malta, Malta

During the past 18 months, public health mitigation strategies across the globe have affected research to varying degrees. By way of example, university research in China was subject to strict control measures and was specifically focused on the mitigation of the spread of the virus across the country. In other parts of the globe, such as in the United States and in Europe, the majority of research activities considered as "nonessential" were suspended for specific time frames by various institutions. These not only included laboratory research in the physical and life sciences but also field-based activities involving direct human contact, such as educational research. In the first part of the paper a twofold analysis of the subject in question will be presented, namely "Sustaining Excellence in Academic Research", and secondly, "The Context of the New Normal" while the second part will identify a variety of challenges and their unequal impact on different groups in the research community as a result of the pandemic. More than ever before, the need is felt for high-quality research that can serve as a source of reliable information, innovation, and "know-how" that is shared through various means across the globe. The current COVID-19 situation should not lead us to put a pause on our research activities but, on the contrary, as a global research community we should look at it as an opportunity to sustain excellence in academic research by aligning our ongoing work with the changing and pressing realities of the time.

10:20-12:00 | Central European Time (UTC+1)

# Thursday Live Stream Session 1 | Room A

Sociology

Session Chair: Martin Renes

61814 10:20-10:45

*Social Media: The Site for Methodological Inquiry in Social Science Research*

Murchana Kaushik, Queen's University, United Kingdom

This paper attempts to locate the significance of social media content analysis as a tool of data collection in social science research. It is seen that in present times social media sites are increasingly used by people to share their opinions about issues of socio-political relevance. This paper analyses how recent studies on nationalism and identity have used public discourses on the social networking sites – Facebook and Twitter as tools for collecting data on the broad areas of identity formation, nationalistic assertion, etc. For this purpose, this paper analyses four studies which have highlighted the following four distinct instances of nationalistic assertions through social media platforms in different parts of the world - Donald Trump's campaign on Twitter for the 2016 Presidential elections, the importance of Facebook in the union flag protests in Northern Ireland in 2013, significance of Facebook in discourses on identity and ethnicity in Hongkong, and the use of Twitter in the discourse on refugee citizenship in Turkey. These studies have been purposively selected due to two primary factors- the novelty of their research approach, and also because they are illustrative of four distinct cases of identity assertion representing four different cultures, societies, economies. By highlighting the advantages and the limitations of social media content analysis, this paper attempts to throw light on the significance of locating social media platforms as sites of methodological inquiry in social science research.

61874 10:45-11:10

*"Is It Just for Venting Out?": Exploring Discourse of the Phenomenon of Facebook Groups for "Ladies Only" on Mainstream Local Television Programs in Egypt*

Shaden Kamel, University of Bayreuth, Germany

Since 2015 various support private Facebook groups for women only have been created by Egyptian women. The prominence of these Facebook groups, due to the high engagement and discussions on these platforms, has attracted extensive media coverage. Many of these Facebook groups are a prominent topic for mainstream media channels because they are private groups exclusively for women that encompass tens of thousands to hundreds of thousands of members. On the one hand, the prominence of these Facebook groups reflects how women want to be heard in exclusive spaces. On the other hand, the impact of these Facebook groups on women's well-being and society is prevalently discussed in local mainstream television programs. Thus, this presentation focuses on local commercial mainstream television programs in Egypt as producers of dominant ideologies by conducting critical discourse analysis. It explores under what conditions these Facebook groups are portrayed as beneficial or problematic. Ten online videos were retrieved from various Egyptian television program's Youtube channels to examine the discourse of women's use of Facebook groups. These videos include episodes or segments featuring Facebook group creators, members, and critics. Results show that a neoliberal discourse is prevalent in these television programs that encourage women economically. This discourse promotes successful women's entrepreneurial practices tied to these Facebook groups. Concurrently, moral panic discourse is demonstrated over women's discussion of the private sphere on these Facebook groups. I argue that this neoliberal patriarchal discourse has implications on women expressing their concerns and ultimately limits their social and political contribution.

61988 11:10-11:35

*Exploring Physical Stores in Omnichannel Retail Strategy: How Interaction Design Is Changing In-store Behaviour*

Francesca Fontana, University of Camerino, Italy

Manuel Scortichini, University of Camerino, Italy

The research investigates the use of interaction design in retail environments in the current omnichannel scenario, where many different coordinated retail channels operate simultaneously. The growth of online shopping forced retailers to look for a new meaning of brick-and-mortar stores in which customer experience is more relevant than making a purchase. Where the transaction happens is not relevant anymore, the shop is the place where to trigger stimuli that are impossible to find online. One approach to improving the retail shopping experience is to integrate a physical dimension with digital interactive devices, amplifying both brand awareness and product placement. Many studies have been conducted on in-store technology and "retailtainment" within the marketing field; little has been said from the designers perspective about what kind of technologies are enabling innovation and how they are related to the physical space of the store. In order to fill this gap, research has been carried out to highlight the latest avant-garde in design and propose a vision for the near future. Through the analysis of some significant examples, this work shows how shops are becoming more design-forward, hyper-connected and experience-driven. In a dynamic environment such as retail, and in a fast evolving sector such as digital interaction design, this research aims to frame the current scenario pointing at interesting trends, and showing the way for future development.

61980 11:35-12:00

*Reasserting Right to the City Through Temporary Installation as an Urban Design Tool*

Pritam Dey, Anant National University, India

Pallavi Jain, Anant National University, India

The prolific and fast urbanization in India has brought about polarity in economic classes and challenges the concept of the holistic and inclusive city. In this neo-liberal era, huge capital funded cities often shaped by private builders and developers, the question arises whether the marginalized groups in the city can really assert their socio-civic rights? The sidewalks, open spaces barely exist in an informal context of Indian cities which are often seen as contested territories by various stakeholders. Fortification of social spaces by boundary walls, policing, ticketing somehow fragmented the democratic spaces of the city blurring out the inclusiveness and the right to own the city. In his seminal work, "The right to the city", Lefebvre mentioned the car oriented transformation of the cities, engulfing the pedestrian spaces. The mass exodus of the proletariat groups migrating into the city is further creating a spatial crisis leveraging contestation towards the democratic spaces in the city. In this situation the research paper will demonstrate two social experiments with insertion of temporal installations within the city premises of Ahmedabad, involving marginalized, lesser privileged craftsmen and community. The experiment was an act to give the right to the socially less catered groups to participate in the "making" of the city, thereby developing a sense of associativeness by providing recreational social infrastructure. The result of the installations was surprising which was participated by all age groups across diverse economic stratas, negating the repulsive societal perceptions within communities and economic polarities creating an egalitarian reality.

12:10-13:00 | Central European Time (UTC+1)

# Thursday Live Stream Session 2 | Room A

Music

Session Chair: Sue Ballyn

61927 12:10-12:35

*"Music Gives Me Words": Cultural Engagement for Persons with Dementia via Zoom during the Corona Pandemic*

Nancy Brown, University of Edinburgh, United Kingdom  
Chariklia Tziraki-Segal, Hebrew University, Israel

Introduction: The Covid-19 pandemic has created social isolation, stress, and anxiety across all ages including people with dementia. Interactive technologies like Zoom have been employed to mediate the social isolation of the pandemic. We find no literature, however, reporting the use of this technology for persons with advanced dementia. This study utilised the Zoom platform to maintain social connectivity with clients representing an immigrant community identified with moderate to advanced cognitive impairment. Music offered a vehicle for providing culturally sensitive, group-relevant, psychosocial intervention where clients expressed positive emotional feelings and remained engaged with their social world despite what was going on around them.

Method: Online, group sessions were conducted for 5 weeks, 2 hours each week during the COVID-19 lockdown. Carers were instructed on tablet usage and preparations needed for the Zoom session. Video recordings followed the ethics guidelines of the day center MELABEV and were manually transcribed. NVivo software was used in the qualitative analysis.

Results: Four themes emerged analysis: Self-identity, Shared Cultural Identity, Social Connectedness, and Embodied Selfhood. Clients demonstrated significant verbal and non-verbal social interaction without inhibition in their participation. Despite cognitive limitations, they actively engaged, connected, and interacted with the music therapist and one another.

Conclusions: Making available technology to persons with dementia, seeing them socially connect through the medium of culturally familiar music, and engaging through a medium not part of their generation have far-reaching implications not only for future research but also for policy considerations.

61965 12:35-13:00

*Performing Identity and Conviviality: Sonic Constructions of Identity within the Urban Club Scene of London's Latino(-Diasporic) Youth*

Felix Blake, University of Cambridge, United Kingdom

Despite being one of the fastest growing groups in the United Kingdom, the cultural production of the Latin diaspora and their successive generations has yet to be thoroughly explored and celebrated by academia. The youth Latinx community in London (c. 18 – 35 years old) are enjoying the emergence of a flourishing urban music scene, in spite of the challenges presented by the COVID-19 pandemic, which privileges contemporary Latino-diasporic identities. The clubbing scene in question, which largely accommodates Latinx youth, contains a convergence of various Latin identities under a broad church of shared racial experience, language, and love for urban music. This talk seeks to introduce the world to the youth Latinx clubbing community in London through the presenter's ethnographic fieldwork, both in Zoom and in-person interviews, and attendance of live clubbing events alongside members of the Latino-diasporic community. Drawing on sociological research methods of community and ethnographic frameworks, this talk analyses musical and sonic practices in the clubs, as well as interrogating overlapping questions of race, gender, sexuality, corporeality, vocality, and performance in the scene. The talk hopes to show how a relatively small minority community in London adopts sonic and performance traits to forge an identity which situates them within a bustling urban music scene in London and the Latinx diasporic community more broadly.

13:10-15:15 | Central European Time (UTC+1)

# Thursday Live Stream Session 3 | Room A

Humanities

Session Chair: Martin Renes

61907 13:10-13:35

*Genre Analysis of Hiroshima A-bomb Survivors' Stories: Linguistic Insights on Historical Writing for Peace Education*  
Tingjia Wang, Hiroshima University, Japan

Since June 2011, The Chugoku Shimbun, the local, dominant news publisher in Hiroshima, Japan, started to interview and publish Hiroshima A-bomb survivors' stories in both Japanese and English on its affiliated website The Chugoku Shimbun Hiroshima Peace Media Center. The website currently has 154 survivors' stories in English between 2011 and 2021, forming the largest digital archive of Hiroshima A-bomb survivors' testimonies accessible to English readers worldwide. Using this data, this research aims to explore the discourse structure of Hiroshima A-bomb survivors' stories from the perspective of genre theory within Systemic Functional Linguistics (SFL) framework. Key findings suggest that these survivors' stories have instantiated a new, hybrid genre consists of a history genre (typically Biographical Recount) and a story genre (typically Observation). In this presentation, I will illustrate this hybrid genre and discuss three key linguistic features: the communicative purpose, the SFL generic structure, and the most outstanding discursive pattern (the attitudinal prosody in particular) emerging from three example stories published in 2021, 2016, and 2015 respectively. Findings of this research will demonstrate the power of linguistic choices at different levels in peace-building and provide significant suggestions for Peace Education, historical writing in particular. Findings of this research will explain how to reframe a spoken Personal Recount into a written sequence of Biographical Recount Observation from the linguistic perspective. That is, this research will suggest how to construct the shared, communal memory of a historical event and the public peace culture of a city by individual survivors' personal memories.

61211 13:35-14:00

*A Practical Case on Co-designing Cultural Artefacts for Regenerative Transitions in Girona*

Jan Ferrer i Picó, The Hague University of Applied Sciences, Netherlands  
Bas van den Berg, The Hague University of Applied Sciences, Netherlands

At the age of a failing economic system and undeniable evidence of the effects humankind has had over the planet, it is necessary to look for alternatives to the way we live locally. This project explores the use of narratives and metanarratives to co-create imaginaries serving as the needed alternatives. This research starts by considering the historical factors to understand how industrialisation and the loss of traditional practices created a culture of disconnection from Nature in the Girona area, but also looks at why people start now reconnecting with it. The analysis is the foundation for speculative design practices to co-create a new local narrative of connection and regeneration. The project adopted the Integrative Worldviews Framework and used paradoxes to create possible future worldviews based on historical factors and literature. Citizens participated in conversational future-visioning workshops to develop and evaluate their local imagery of the previously created worldviews. This conversation-based exercise evidenced the potential of paradoxes in destructive futures to create imaginaries of regeneration. These imaginaries merge and form future stories. From the future narratives, the practice created cultural artefacts embodying a new culture of connection based on storytelling, traditional jobs and a mythological understanding of Nature. Finally, as observed at the end of the project, these artefacts allow citizens to adopt them as their culture and expand their current worldview.

61062 14:00-14:25

*Hope and Hopelessness: Pandemic Paintings in Western Art*

Alan Garfield, University of Dubuque, United States

Ever since the 1347 plague (what Roosen and Green's 2020 bibliography on the state of Black Death research in the era of COVID-19 called Mother of All Pandemics) arrived on the doorstep of Boccaccio (the 34-year-old struggling writer living at home in Florence with his parents), pandemics have become a strange, perplexing stepchild of the arts. As a serial, cyclical repeater, plagues (flu, diseases, and viruses in various forms) have effected individuals and entire armies, artists and nobility. In art, its iconography has developed a contrasting expression of hope and hopelessness. With our own Covid-19 in mind, we will look back to examine how various Italian Quattrocento thru Seicento and Northern Renaissance to Baroque artists have dealt with the subject of a deadly, mysterious pandemic. We will view work, among others, by Piero della Francesca, Albrecht Durer, Titian, Pieter Bruegel the Elder, Salvator Rosa and Sr. Caterina de Julianis.

13:10-15:15 | Central European Time (UTC+1)

# Thursday Live Stream Session 3 | Room A

Humanities

Session Chair: Martin Renes

61966 14:25-14:50

*Citadocs: The Relationship Between a Participatory Media Collective and Two Research Projects in the Field of Artistic and Cultural Studies*

Ana Clara Roberti, University of Porto, Portugal

Helena Santos, University of Porto, Portugal

Daniel Brandão, University of Minho, Portugal

This study discusses the role of the collective Citadocs: Documentaries about, for, and by citizens, in the development and maturity of a scientific research which unfolds in two projects: Fixed in the Transitory (2015) and Island City (2020). Both projects approach the condition and ways of life of rooted, historically stigmatized and socioeconomically vulnerable populations in the city of Porto, Portugal. These projects use ethnographic documentary through image and sound, resulting in audio pieces broadcasted in a community radio, photographic series, exhibitions and films. In the period between both projects Citadocs emerged, precisely, and not by chance, as a collective that uses audiovisual narratives to document communities historically rooted in the city of Porto. This citizen group played a significant role in the critical thinking of the research underway at the time, providing a contact with different people, ideas, opinions and ways of creating, as well as helping to keep up with the accelerated rhythm which the city was changing and leaving a number of communities in it behind. Given the importance of the fieldwork in the highlighted period – intense, immersive, and participatory, with the target population – we are going to present field diaries written with ethnographic records that tracked and discussed how Citadocs' activities contributed to broadening the universe addressed in Fixed in the Transitory and to continuing and deepening it through the Island City. For a deeper analysis, authors such as Edward T. Hall, Bill Nichols, Michael Renov and Jay Ruby will be addressed.

61895 14:50-15:15

*Lost Space and the 'Scrambled Brain' Syndrome*

Natasha Lushetich, University of Dundee, United Kingdom

Proust's 'In Search of Lost Time' was, to a significant degree, inspired by the time-imploding technological inventions of the early 20th century, such as the train and the time clock card based on the conquest of spacetime by new forms of machinic organisation that severed the body's embedded-ness in (the memory of) the world. We are profoundly spatial beings. Our finite existence is a delicate meshwork of lived, dreamed, and intuited altitudes, latitudes, stretches and expanses; concave, convex, slow, and fast spaces; interstices, axes, and abysses. Our embodied memory is, likewise, a reservoir of countless cities, mountains, airy and watery landscapes, as well as a ceaseless dance of perspectives, scales, and velocities. Following Proust's cue, I analyse the relationship between the technologically mediated 'amputation' of space that occurred during the 2020-21 lockdowns – when most physical activities were replaced by a form of cocoon-dwelling in the recesses of the cyberspace – and the functioning of memory. Human memory, and human cognition more broadly, is embodied, embedded, enacted, and extended in and through a variety spatio-temporal processes and structures (Clark 2010). Mobilising Agamben (1995) and Mbembe's (2003) reflections on the 'state of exception', and relating them to my own work on 'soft' necropolitics, I examine the contemporary nexus of the invisible violence of virtuality, frequent changes of rules, and the 'scrambled brain' syndrome, characteristic of totalitarian states, where the basic parameters of a situation (the what, where, when, how, and with whom) are, for many people, beyond retrieval or recollection.

10:20-12:00 | Central European Time (UTC+1)

# Thursday Live Stream Session 1 | Room B

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

Session Chair: Sue Ballyn

61457 10:20-10:45

*Effect of Two Therapies and Gender on Reading Skills of Pupils With Learning Disabilities*

Udeme Samuel Jacob, University of Johannesburg, South Africa

Kelechi Lazarus, University of Ibadan, Nigeria

Jace Pillay, University of Johannesburg, South Africa

Hammed Gbenga, University of Ibadan, Nigeria

Reading is a fundamental skill required for effective participation in academic tasks. This research investigated the significant main effects of Phonics and Neurological Impress Instructional Methods on the reading skills of pupils with learning disabilities. A quasi-experimental pretest-posttest control group design, a 3x2 factorial matrix was used. Purposive sampling was used to select forty-five students with learning disabilities (N=45, M=22, F=23, Mean age = 9.3) from three government-owned primary schools. Six instruments were used: Pupils rating scale (revised ( $r = 0.75$ )), Picture Vocabulary Test ( $r = 0.75$ ), PALS-Prek ( $r = 0.82$ ), Informal Reading Inventory ( $r = 0.70$ ), and Umolu's One Hundred High Frequency Words ( $r = 0.85$ ). The data collected were analysed using Analysis of Covariance (ANCOVA) and an Estimated Marginal Mean Score of 0.05 level of significance. The findings revealed that treatment had a significant main effect on the reading skills of students with learning disabilities ( $F(2, 42) = 43.178, p < .05, \eta^2 = .762$ ), but gender had no significant main effect. It is recommended that in teaching of pupils with learning disabilities reading skills should adopt Phonics and Neurological Impress Instructional Methods.

61989 10:45-11:10

*Whitewashed Tombs: Emergency Online Learning Through the Experiences of Students With Disability at a Rural South African University*

Bonginkosi Hardy Mutongoza, University of Fort Hare, South Africa

Emmanuel Olawale, University of Fort Hare, South Africa

The COVID-19 pandemic has induced an enormous effect on educational institutions globally. Rural institutions are at a greater disadvantage when compared to their urban counterparts which are better resourced with systems that enable the shift to emergency online learning. Challenges were particularly compounded for students with disabilities who appear to have been alienated from these rushed attempts at rescuing the academic project in South African institutions. As such, this paper will employ a qualitative research approach to examine the challenges faced by students with disabilities at a rural institution in South Africa in the wake of the COVID-19 pandemic. The study will employ an online survey to elicit their experiences and challenges concerning learning during the COVID-19 pandemic. The study is expected to contribute to national and international debates on inclusive education by drawing from the experiences of students with disabilities in a rural institution in South Africa. The study will also help stakeholders in higher education to formulate and strengthen policies to satisfy the unique learning needs of students with disabilities.

61116 11:10-11:35

*Regenerative Education for The Ecological University in Times of Socio-Ecological Crises – Educational Design Dispositions, Qualities, Opportunities & Barriers*

Bas van den Berg, The Hague University of Applied Sciences, Netherlands

Universities have the potential, and I would argue the responsibility, to take on more ecological and relational approaches to facilitating learning-based change in times of interconnected socio-ecological crises such as those facing the climate and biodiversity. Signs for a transition towards these more regenerative approaches towards more place-based, ecological, and relational (see for example the proliferation of education-based living labs, field labs, challenge labs) can already be found in niches across Europe. In this contribution, I propose regenerative education as a direction for the ecological university to nurture the appropriate participation in the healing of places and self in times of socio-ecological crisis. This draws heavily on regenerative design, t-learning and ecological approaches to learning to empower learners to contribute towards planetary health. To outline this emerging form of education, twenty-six narrative-based podcasts as interviews with practitioners engaged in these niches were recorded in the April through June 2021 period. The resulting podcast (The Regenerative Education Podcast) will be published from the end of August onwards and included 21 participants active in Dutch Universities, 1 in Sweden, 1 in Germany, 1 in France, and 3 primarily online. The episodes ranged from 30 to 60 minutes in total length and included both English (14) and Dutch (12) interviews. These were analyzed using Narrative of T-Mapping. The results include educational design dispositions and qualities that may guide practitioners as they engage in their own regenerative education as well as the systemic and personal challenges and opportunities, they may face in doing so.

61931 11:35-12:00

*Greening TVET for the Sustainable Development in Latin America: A Case Study of Fundación Paraguaya's Financially Self-sufficient Agricultural School*

Jeongwon Lee, Hankuk University of Foreign Studies, South Korea

This paper aims to propose a 'Financially Self-Sufficient Agricultural School' as a 'Greening TVET (GTVET)' school model for the sustainable development of rural areas in Latin America. To combat the climate change, the world endeavors to reach net-zero carbon emissions under the Paris Agreement. While Latin America is especially vulnerable to the climate change, Inter-American Development Bank (IDB) and International Labour Organization (ILO) estimated more than 15 million green jobs would be produced during the green transition because of the region's abundant natural resources. For its promising green economy, three pillars of sustainability - economic, social and environmental have grown in importance. In order to accomplish the sustainable development through the education, GTVET is recognized to be a crucial educational tool for assisting the learners to adapt themselves to the green economy by fostering green skills. In this regard, the paper will conduct a case study of Fundación Paraguaya's financially self-sufficient agricultural school, which proceeds sustainable education for the socially disadvantaged groups living in rural areas in Paraguay. An upper secondary school with focus on agriculture, Fundación Paraguaya's San Francisco Agricultural School is an enterprise-based school, under the new model of financial self-sufficiency. Through analyzing its environmental and socioeconomic effects, the paper's main finding is that financially self-sufficient agricultural school is a potential GTVET institution which satisfies three pillars of sustainability. Finally, the paper concludes by suggesting several strategies for the improvement of the school model to activate GTVET in Latin American education for preparing the green transition.

12:10-13:00 | Central European Time (UTC+1)

# Thursday Live Stream Session 2 | Room B

International Education

Session Chair: Martin Renes

60909 12:10-12:35

*Curriculum Global Dimension at International School of Business, HAN University of Applied Sciences, the Netherlands*

Marjon Elshof, HAN University of Applied Sciences, Netherlands  
Florentin Popescu, HAN University of Applied Sciences, Netherlands  
Bram Hendrawan, HAN University of Applied Sciences, Netherlands

The global dimension (GD) in higher education curricula is becoming more relevant as it forces universities all over the world to redefine and redesign their international strategies. As literature indicates, these strategies usually involve interrelated aspects: international relationships, intercultural factors, (interactions between people from different cultures within particular countries, communities and institutions), global factors (worldwide scope). Integrating these elements into the curriculum provides opportunities for students to develop global awareness and intercultural competence. Building on the concept of internationalisation@home, the aim of this paper is to analyse the global dimension of the existing curriculum at the International School of Business (ISB), HAN University of Applied Sciences in the Netherlands and develop a fitting method of integrating global perspectives into the curriculum content, making internationalization practices available for all students. The methodology applied in this research is a content analysis of modules taught at ISB, followed by interviews with lecturers (n=10) in order to gain insights in the GDs that are used in the curriculum. We found that a framework for integrating GDs into the curriculum is missing and therefore GDs are not strongly integrated into the curriculum. The social and educational impact of this research is obvious as the stakeholders involved (students, teachers, local government and companies) are interlinked in applying intercultural competences in an international environment. Until recently, there have been few empirical investigations into the characteristics of global dimensions in curricula.

61956 12:35-13:00

*The Model United Nations as an Active Learning Tool for International Negotiation: Benefits and Pitfalls*

Laura-Anca Parepa, Tsuda University, Japan  
Tsuyoshi Kida, Dokkyo University, Japan

This paper aims at reporting our pedagogical experiences of Model United Nations (MUN) held in English within the educational context of Japan. At the Ministry of Education (MEXT) initiative, academic institutions have been encouraged to readjust their educational practices and convert the traditional way of knowledge-based teaching into new methods suitable to an increasingly globalized society. Instructors are called to renew pedagogical contents and teaching methods to foster students' global mindsets and transcultural awareness more efficiently and implement complex experiences of multidisciplinary collaboration and innovative breakthrough-generating activity. In this context, the popularity of MUN in Japan has rapidly expanded among teachers of international communication, policy studies and foreign languages, particularly English. The paper will specifically examine the MUN as pedagogical stimuli for the learning of international negotiation in higher education by looking at three aspects: curriculum design, teaching methods and academic profile of participant students. Lastly, in discussing the assessment methods and indicators, the paper will emphasize some challenges faced when using the MUN simulation as an active learning tool for international negotiation.

13:10-15:15 | Central European Time (UTC+1)

# Thursday Live Stream Session 3 | Room B

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

Session Chair: Isabel Alonso

61971 13:10-13:35

*ICT in the Japanese Language Learning: Is That What Students Really Want?*

Anna Lelenkova, Saint Petersburg University, Russia

In the last decade, one can witness the process when Information and Communications Technology (ICT) has been actively used in various fields of professional activity, including education. The COVID-19 pandemic set up new standards for educational system, where distance learning has become the reality that both teachers and students have to get used to. This research aims at assessing the effectiveness of online learning format in studying a foreign language, focused on studying the Japanese language at the University. Japanese requires a specific approach to developing learning and teaching methods. It is traditionally recommended to study the language in a form of various aspects. However, due to new realities, students often have nothing to do but to study some specialized aspects (the Japanese media, fiction, historical text etc.) by themselves, what seems to be almost impossible without getting practical recommendations from teachers. In this regard, a survey was conducted among the Japanese language learners, that was aimed at identifying the advantages and disadvantages of studying Japanese using ICT in comparison with traditional forms of in-class learning. The results show that despite the great number of online learning platforms providing typical options for studying basic grammar and character writing rules, there are practically no programs for training some specialized subjects in Japanese. Therefore, it seems extremely important to assess the students' views and needs in order to work out a new well-balanced methodology for teaching Japanese, based on the comprehensive use of both traditional learning and innovative one using ICT.

61169 13:35-14:00

*Analyzing the Benefit of Real-time Digital Language Translation for ESL Learners in Post-Secondary Canadian Virtual Classrooms*

Jordan Shuler, George Brown College, Canada

Canadian colleges and universities have seen a steady increase in enrolment over the past decade, driven mostly by interest from international students. If any of these students experience a language barrier this would pose a significant threat to classroom equity. This qualitative research study sought to understand how real-time digital language translation technology could bridge that language barrier. Professors' lectures were translated, in real-time, into students' first languages utilizing the Microsoft Translator app. Participants were post-secondary ESL students enrolled in either the Business or Hospitality Programs at George Brown College in Toronto, Canada (n=70). Data were collected in three stages, using open-ended surveys in the first and second and semi-structured interviews in the third. Data were then analyzed using thematic analyses. The technology does not only translate language it also provides English subtitles; findings suggest this combination of translation and subtitles can improve ESL students' learning experiences. Students generally thought Microsoft Translator was easy to use and accurate in actual translation compared to competing translation software. The challenges identified included i) the reliability of internet connectivity ii) some professors' inability to adapt and support the technology and iii) the technology's inability to reliably recognize context. Based on these findings, if professors learn to integrate this technology into their lectures, then, at the least, students have an optional free resource at their disposal; at the most, this technology could positively affect academic integrity and classroom equity.

61935 14:00-14:25

*The Impact of Blended Learning in Developing Writing Skills of Bridge Course Students in Uzbekistan*

Shravasti Chakravarty, Amity University, Uzbekistan

The importance of technology in education has new-found meaning with the advent of the pandemic. Many institutions and organizations have moved away from the traditional classroom teaching practices towards a more holistic format by incorporating technological advancements to varying degrees. The most prolific outcome of this change has been in the modality of information transfer since the classroom teacher is no longer limited to the confines of the study center. This is further proof of the inroads that blended learning and flipped classroom scenarios have made. The effect of blended modes of information transfer is evident across the skills of the English language. In this paper I have attempted to capture how the new modality affects the writing skills of thirty international foundation programme students at a private university in Uzbekistan who learn English as a Foreign Language. The study comprises data collected across four months and three writing tasks for the experimental and control groups. The findings of the study suggest that while the blended mode of information transfer has impacted the writing skills of the learners positively in terms of the vocabulary used, grammar, and kind of sentences used, there has been no change in the use of punctuation because of the changed modality. The study has implications for EFL teachers.

13:10-15:15 | Central European Time (UTC+1)

# Thursday Live Stream Session 3 | Room B

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

Session Chair: Isabel Alonso

61790 14:25-14:50

## *PACIE Methodology Applied to English Teaching in Virtual Classrooms With Moodle*

Edwin Germán Lojan Zúñiga, Universidad Tecnológica Indoamérica, Ecuador

Lucila Estefania Quezada Tobar, Universidad Tecnológica Indoamérica, Ecuador

Azucena Del Rocio Patiño Fernández, Universidad Tecnológica Indoamérica, Ecuador

The misapplication of a digital presence, academic scope, inadequate training, low interaction, and a methodology with little pedagogy suitable within a virtual learning environment such as virtual classrooms on any platform, whether Moodle, Claroline, Kornukopia, or Chamilo, Etc., lead to decrease and demerit significant learning at the time of training or study an online course or in turn to achieve a certificate with distance education and quality. This particular related to virtual learning environments causes collaterally severe damage when applying a correct methodology, while also generating a high dropout rate in this type of distance education or E-learning that is currently booming and which becomes an excellent alternative for any student who wants to break the barriers of time and space. Furthermore, This research has 1200 participants from Salesiana University, 13 language teachers, and two e-learning expert instructors, which showed the improvement in language acquisition throughout PACIE methodology.

61801 14:50-15:15

## *Understanding Language Teacher and Learner Identity During the Pandemic*

Aymen Elsheikh, Texas A&M University at Qatar, Qatar

Omnia Ahmed, Mohammed Al Mana College for Medical Sciences, Saudi Arabia

Identity has emerged as a crucial topic of investigation in both general and language education because the process of (language) learning can be considered as identity development. Similarly, learning to teach, especially a foreign/second language, is a process of identity formation (Britzman, 1991). Given this realization, a plethora of research studies have investigated both language learner and teacher identity (Barkhuizen, 2020; Norton, 1995, 2000, 2013). These studies conclude that we must understand how teachers and learners develop their identity if we are to succeed in language learning and teaching. As identity is greatly influenced by the context in which we teach and learn the language, it is important to shed light on how the context of COVID-19 has impacted how learners and teachers develop their identity. This presentation highlights the multiple changes that took place in the education system in general and language education in particular, such as remote learning and the use of different technological tools, during the pandemic. By synthesizing the extant literature, the presenters will show that COVID-19 affected the learners and teachers in different ways and this led to the development of both positive and negative learning and teaching identities in contexts where there is a big gap between the "haves and have nots". The presentation concludes with how to research identity issues during the pandemic in addition to drawing pedagogical implications. At the end, the audience will be engaged in asking questions and reflecting on their own identity development as teachers during the pandemic.



# Friday, December 10

## Parallel Sessions

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

10:15-11:55 | Central European Time (UTC+1)

# Friday Live Stream Session 1 | Room A

Cultural Studies/Literary Studies

Session Chair: Martin Renes

61982 10:15-10:40

*"Three Little Maids" in Occupied Japan: Domestic Things, The Mikado, and Navy Wife*

Nominerdene Enkhbayar, The University of Tsukuba, Japan

This paper explores the embedded subplot in Hollywood's forgotten film *Navy Wife* (1956), a comedy about three maids in Japan under American occupation. Starring Joan Bennett, *Navy Wife* is about American domesticity in occupied Japan, which three maids undermine. By adopting Robin Bernstein's theory of "scriptive things", this paper examines the ways in which a comic subplot arises out of the complex interactions between people and things, characters, and props. The Blain household, the main setting of the film, is equipped with the latest electric home appliances, such as vacuum cleaners and refrigerators, imported from the United States, and with Japanese maids and servants who are entirely unfamiliar with such domestic machines. These streamlined home appliances serve as "scriptive things" and the agency of things shapes or directs human characters' actions, namely Japanese servants', and maids' actions, to trigger laughter. I suggest that the comic subplot of *Navy Wife* is loosely based on and significantly rewrites Gilbert and Sullivan's Japanese-themed operetta *The Mikado*, which was never performed in prewar imperial Japan. *The Mikado* was performed for the first time in the Ernie Pyle Theater (formerly the Tokyo Takarazuka Theater) in occupied Japan. *Navy Wife* rewrites some of *The Mikado*'s female characters, specifically the three little maids, holding vacuum cleaners instead of paper fans as they do in the opera. This paper argues that with the advent of the three maids, the story of *Navy Wife* transfigures into a topsy-turvy topical satire on the Americanization of the Japanese domestic sphere.

61092 10:40-11:05

*Asian America and the Nordic Revenge Saga*

Daniel McKay, Doshisha University, Japan

The theme of vengeance has an established if infrequent presence in the canon of Asian American literature. In my presentation, I shall argue that Swedish crime novelist Henning Mankell's novel *Kinesen* (2008), translated and published under the English title *The Man from Beijing*, narrativizes vengeance in ways that provoke questions regarding the predominantly monolingualistic and US-centered canon formation of Asian American literature, on the one hand, and the interconnections of neoliberal market economics in mainland China with earlier formations of capitalism on the other hand. Mankell's novel is unique in its successive depictions of labor conditions on the US transcontinental railroad and the disestablishment of the Communist welfare state in mainland China. I juxtapose the novel to scholarly works such as Lisa Lowe's *The Intimacies of Four Continents* (2015) and the Indian essayist Pankaj Mishra's *Age of Anger* (2017) to argue that Mankell's narrative shares with these scholarly texts a remit to destabilize conventional spatial and temporal frameworks of economic history. This aspect demands that one read the text not merely as a 'globalized' narrative that departs from the country-specific or region-specific settings common to much Scandinavian crime fiction, but as an intellectually destabilizing enquiry into the diffusion of capitalism in its neoliberal form.

61058 11:05-11:30

*Cultural Identity and Home in Randa Jarrar's A Map of Home*

Ichraq Chadli, University of Valladolid, Spain

As an estranged Egyptian, Palestinian, and Kuwaiti, Randa Jarrar had a tough upbringing. In her novel, the protagonist 'Nidali' somewhat reflects her life. Nidali was smart for her age, rebellious, studious, and curious and like any other kid, she longed for a place she can call home forever. Yet, that was complicated due to the recurrent move and the not-so-normal life. Like Randa Jarrar, Nidali struggled to keep her cultural identity intact. This paper applies a qualitative data analysis based on textual analysis where it explores Nidali's sense of difference and rigidity between her cultures and sense of self and constantly being torn apart between her Americanness and Arabness. Is she Arab or American? Is she neither or both? This difference will be examined through Homi Bhabha's concept of "unhomeliness" in which he believes that the first feeling a newcomer gets when encountering a new culture is the sense of "unhomeliness". The latter is generated through the change of places and the fact that home or part of it is missing, and this is how Nidali felt when she started having nightmares in the middle of the night. Moreover, Nidali's experience will be further explored through Edward Relph's "Place and Placelessness" in which he questions the 'taken-for-granted nature' of place and its significance as an unavoidable dimension of human life and experience. Additionally, the complexity of Nidali's migration experience will be manifested from her identity construction through Erik Erikson's "identity crisis".

61766 11:30-11:55

*The Postmodern Phase in Edwar Al-Kharrat's Novel*

Yaseen Kittani, Al-Qasemi Academy, Israel

This paper is an examination of the late phase in Edwar al-Kharrat's fiction. It sheds light on the spaces of the dream and fantasy at the ends of the chapters of his novel *Turābuhā Za farān/ City of Saffron* (1986). Besides other modernist techniques and artistic styles that characterize this advanced stage in al-Kharrat's works, dream and fantasy in this novel contribute to the structure of the semantic dimensions which are represented in: confiscating temporality, contemporizing the story to save passing times from loss, vanquishing mortality, seeking eternity, and propositioning the impossible. The phenomenon of symbolic and linguistic intensity through fantasy and dream at the ends of the novel chapters represents a distinctive feature of al-Kharrat's novel, *Turābuhā Za farān*. The scenes of 'dream and fantasy' reveal the character's frustration and its suppressed desires, which it could not achieve in real life. Following Said, we see that al-Kharrat, while collecting the remains of his life on the approach of the ghost of death, makes deep fractures in his late creative texts, as if he desired to say his last word through them. His late texts are characterized by contradiction, indeterminacy, dismantlement, non-temporality, pastiche, 'abr al-naw'iyya "transgeneric writing". All of these styles are post-modern features that are embodied in the employment of dream and winged-fantasy, specifically at the ends of the chapters. Consequently, his late brilliant texts, including *Turābuhā Za farān* become a difficult and daunting task due to their ambiguity and incomprehensibility.

12:05-13:20 | Central European Time (UTC+1)

# Friday Live Stream Session 2 | Room A

Learning Experiences, Student Learning & Learner Diversity

Session Chair: Isabel Alonso

60834 12:05-12:30

*Parents' and Their Voices Outside the Classroom – Perceiving Freedom in Education*

Antoine Azzopardi, St Michael School, Malta

Education is perceived in different ways depending on various factors. Many parents and students alike go through the process in a passive way and keep moving forward simply because the system pushes them forward. This may lead toward destinations which are not necessarily according to their wishes, nor beneficial for their future prospects. It is a requisite in this whole discourse that before expecting answers, we ought to decipher the level to which parents and students alike feel not only involved but also the owners of their own journey in education, free enough to put forward their opinions on their education, considering an attitude from parents/guardians towards the experience that student is passing through and whether the former allow the latter to walk through paths which may seem unheard of or even leading to fruitless trajectories. The discernment including different possibilities is certainly a philosophical argument which is more concerned on the freedom and liberty of the individual rather than the institution (be it the class or the school). The class or school environment should be scaffolded upon the individuals' personal perception of freedom within the system the s/he operates. Students and parents perceive freedom according to their different points of view within the context of formal education. They may or may not think they are in control of the educational journey and whether the choices made are in fact the result of their decision, reflecting their opinion within an educational system which dictates a menu of choices.

61952 12:30-12:55

*Learner Autonomy and Identity in a Language Classroom in Uzbekistan: A Case Analysis*

Supriya Banerjee, Amity University, Uzbekistan

This paper proposes to delve into socio-psychological aspects of introducing a short story of Anton Chekov to students of Uzbekistan at Amity University in Tashkent in TEFL/TESOL classroom. The classroom referred to in this case study comprises of young adult learners pursuing a degree course to improve their career prospects in their country as well as the United States of America or the European Union. The introduction of short stories forms a part of the pedagogical process to provide a scaffolding to students to more intensive language learning programmes as a short-term process, and to introduce them to the reading classical texts from major canonical English literature in English language as a long-term course objective. As a teacher and facilitator, the selection of Anton Chekov to the classroom in Tashkent city seemed to be a natural choice as it is written by a Russian author, who is well known and read extensively in the CIS regions. However, years of hegemonization and panopticon usurpation of Uzbek culture and history has left a scar with the young generation of students who take it upon themselves to rectify the situation. As they battle with socio-economic development of the nation, there is a constant push and pull towards bringing their small histories to the forefront. As Uzbekistan falls plonk in middle of the silk route, and has a very rich cultural heritage, the association with a Russian author in a classroom is therefore met with hostility and challenge. The deconstruction of the idea of a teacher as a fence sitter who introduces the idea of canon and the periphery in English literature while maintaining individual neutrality meets with a resistance against border patrolling. The idea of inclusivity and diversity while discussing small histories becomes vital to reach out to introduce students to reading and listening.

61205 12:55-13:20

*Impact of COVID-19 on Emotional Resilience and Learner Engagement of High School Students*

Nadia Alshahrani, Princess Nourah University, Saudi Arabia

This research study aimed at exploring the emotional resilience of high school learners who were learning online in April- May 2020 during the COVID-19 pandemic, and the impact of their resilience on their cognitive engagement. The results might provide a basis for supporting emotional engagement of high school students during unstable events. The research study used interviews and learners' diary to explore emotional resilience and learner's engagement skills in high school students (N=8) from April 10, 2020, to May 16, 2020. Students used online e-learning during this period due to the COVID-19 pandemic. A grounded theory approach was used to analyse the two sets of data as they were being collected. The results indicated that emotional resilience and learners' engagement were impacted in twelfth-grade students compared to eleventh-grade students due to isolation, anxiety, and fear for their future endeavour. The negative emotional recovery increased during the study period. Emotional engagement was positively correlated with resilience and positive emotional ability predicted learners' outcome. The research study findings indicate that during unstable events or life-changing events, resilience is an important factor for the mental health of adolescents and improves coping ability. Cultivating positive emotions can improve learners' engagement and efficacy.

13:30-14:20 | Central European Time (UTC+1)

# Friday Live Stream Session 3 | Room A

Arts Practices

Session Chair: Sue Ballyn

61883 13:30-13:55

*(En)Countering Resilience through Critical Reflective Practice in Post-Pandemic Hybridity*

Aleya James, Royal College of Art and Design, United Kingdom

This paper demonstrates the intertwining of a model of reflective critical practice as a teaching device and an aspect of reflexive pedagogical practice on a Graduate Diploma in Art and Design at the Royal College of Art (RCA), London. The paper centres around "Process of Enquiry", a model developed collaboratively by two RCA colleagues and since embedded as an explicit teaching tool into the Graduate Diploma. The presentation demonstrates the model, showcasing one example of its use as a pedagogical mechanism to scaffold art and design students' interdisciplinary practices. Here, the aim is to direct students' focus towards experimentation and exploration - processes rather than products or outcomes - and an acceptance of risk and failure. As such, the model imbues resilience in students. The presenter then demonstrates how she uses "Process of Enquiry" as a form of reflexive practice in order to reformulate one module of the Graduate Diploma to meet the needs of the program as it expands and moves towards a hybrid model of simultaneous virtual/physical teaching and learning. In this sense, the modules' new aim is to support and encourage autonomy and resilience in students as they navigate post-pandemic pedagogical forms. In the promotion of such resilience, a critical question remains as to whether or not hybridity is an optimal form of teaching and learning and whether this form of resilience should indeed be encouraged. As novel modes of teaching and learning emerge, the "Process of Enquiry" continues its imperative as a constructive, critical practice.

61447 13:55-14:20

*The Arts and Civil Society in Diplomacy*

Noriko Furukawa-Taniguchi, Soka University (Alumni), Japan

Could the arts change the current world that threatens human dignity and advance humanity?

Due to the global pandemic caused by Covid-19 in 2019-2021, the world is forced undergo a crisis; humanity is facing threat to basic life security alongside other urgent issues including climate and economic crises, a widening wealth gap; more people have begun to seek sustainable ways of life in these uncertain times. Humanity is at a crossroad. Cultural diplomacy has been expanded based on the idea of soft power theory which Joseph S. Ney, Jr, co-founder of neoliberalism developed.[1] However, cultural disciplines argue [2] that the definition has been interpreted in different ways [3] and many states governments practice it for national interest which is different from using cultural relations for mutual cooperation. This presentation discusses the civil society's efforts in diplomacy through the use of performing arts which includes the case studies: Live 8 in the United Kingdom, The West Eastern Divan Orchestra in the Middle East and Min-On Concert Association in Japan. It will provide an insight into the roles of art and civil society in influencing diplomacy in international relations, in order to advance human solidarity and resolve global issues.

14:20-15:10 | Central European Time (UTC+1)

# Friday Live Stream Workshop Session 4 | Room A

61882

*In Pursuit of Aimlessness: Psychogeographical Encounters in Post-pandemic Environments (Part 2 of 2)*

Kyung Hwa Shon, Royal College of Art, United Kingdom

Aleya James, Royal College of Art, United Kingdom

This engaging participatory two-session workshop introduces psychogeography as a pedagogical tool for promoting interdisciplinary practices across the humanities, media and culture using a practice-led creative writing methodology. The outcome of the two workshops and one independently undertaken activity is a simple, practical and effective pedagogical practice that can be used in a range of university, school or museum settings across art, media and cultural contexts.

Workshop 1 introduces the history, and contemporary examples of psychogeography and demonstrates how it has been embedded in a Graduate Diploma in Art and Design at the Royal College of Art, London. The presenters use examples of student work that have emanated from teaching/practice sessions. These evidence the range of practical work and shift of students' attitude and cognitive approaches after undertaking a psychogeographic walk and creative writing workshop. Participants are then given a practical task to complete individually before Workshop 2. This 45-60 minute independent activity focuses on sensory modes of exploration of the local environment, capturing data such as material objects, sound and photographs. Participants are given a short creative writing task to complete before Workshop 2 in their preferred language and/or English.

Workshop 2 sees participant writings posted on an online platform followed by small group discussion with a two-pronged focus – a sharing of their psychogeographic experiences and the answering of 3 key questions set by the presenters. Participants' feedback to the larger group results in a collection of pedagogical ideas that participants can experiment within their professional contexts.

10:15-11:55 | Central European Time (UTC+1)

# Friday Live Stream Session 1 | Room B

Higher Education

Session Chair: Isabel Alonso

61554 10:15-10:40

## *Empowering Graduate Success With Career-Driven Modular Curriculum*

Tomas Trescak, Western Sydney University, Australia

Simeon Simoff, Western Sydney University, Australia

Andrew Francis, Western Sydney University, Australia

Lynn Berry, Western Sydney University, Australia

In this work, we present a career-driven modular framework for curriculum design, empowering students to design their study pathway taking best-informed decisions, improving their desired career prospects. A module is a knowledge delivery unit that takes days or weeks to complete, allowing students to take a large portion of modules every semester. This approach allows for experimentation and dynamic skill acquisition with a larger variety of skill options across multiple knowledge domains. Moreover, we use established frameworks (e.g. SFIA) to map and assess hard skills and soft skills delivered within a module. Using skill assessment we built a foundation for more natural prerequisite mappings and defining course/major completion criteria. Using existing datasets (e.g. Australian Public Service, EU) and SFIA mappings, we can assess students' employability perspective depending on their study pathway. Our strategic industry partners are delivering custom role definitions and assess the skill profile of our students to match their interests. This approach also provide benefits to curriculum designers, allowing them to explore the curriculum structure with relation to support for in-demand jobs and roles. To support this approach, we designed and implemented tools and state-of-the-art artificial intelligence planning, monitoring, and recommendation methods to support both students and curriculum designers to make the best-informed decisions. Choosing well-established frameworks also facilitates accreditation, providing information foundation for accreditation bodies.

61933 10:40-11:05

## *Machine Learning Analysis of Problems Encountered by STEM Students from Underrepresented Groups During the Covid-19 Pandemic*

Anna Protisina, Nuremberg Institute of Technology, Germany

Beate Neumer, Nuremberg Institute of Technology, Germany

Patricia Brockmann, Nuremberg Institute of Technology, Germany

During the current Covid-19 pandemic, STEM students from underrepresented groups have been disproportionately affected. These include women in STEM degree programs, "first generation" students from non-academic families, students with a migration background, students with physical or psychological disabilities and students with children. A control group of university students who do not belong to any of the categories above was defined. This work presents concrete problems reported by students from underrepresented groups as ascertained during interviews. The interviews were first recorded as audio files and then transcribed using speech-recognition software. Transcripts from interviews were analyzed with machine learning methods in an attempt to identify whether specific patterns of problems were experienced by members of one of the underrepresented groups, or whether the difficulties encountered were uniform across all types of student groups, including the control group. The problems identified in these interviews were compared and contrasted to those previously presented in published literature before the pandemic. These results will be used to define requirements for the design of future digitalization measures to specifically support university students from underrepresented groups.

61236 11:05-11:30

## *Learners Engaging with Complexity and Uncertainty in Sustainability Transitions in Higher Education*

Bas van den Berg, De Haagse Hogeschool, Netherlands

Jan Fenten, Leiden University, Netherlands

Nina Bohm, TU Delft, Netherlands

The challenges we collectively face, such as climate change, are characterized by more complexity, interdependence, and dynamism than is common for educational practice. This presents a challenge for (university) education. These transition challenges are often described as wicked or VUCA (Volatile, Uncertain, Complex, and Ambiguous) problems. In response, educational innovations that are inspired by ecology such as living labs are starting to emerge, but little is known about how learners engage within and with these more ecological forms of education. This work is an exploratory study into how learners navigate VUCA learning environments linked to tackling sustainability transition challenges, with a focus on the positive qualities of these experiences. This is done through interpretative phenomenological analysis (IPA) of seven students (using semi-structured interviews) of the MSC Metropolitan Analysis, Design and Engineering program, a joint degree from Wageningen University and Delft University of Technology in the Netherlands. The main findings, which are both psychological and educational, of this exploration include openness to new experiences (1), flexibility (2), a process appreciation of learning (3), a desire to create a positive impact on one's direct biophysical environment (4) and society (5). In addition, we discuss the potential limitations of the malleability of these different qualities and propose future avenues for research into ecological learning for universities. This work closes by highlighting recommendations for educators to consider when designing or engaging in ecological forms of higher education that connect students to sustainability transitions.

61879 11:30-11:55

## *Faculty Development in Japan: Key Factors With Ramifications on the Work of Faculty Developers*

Gabriel Hervas, The University of Tokyo, Japan

Faculty development (FD) in Japan is tied to governmental decisions. Whereas, during the 1990s, FD was discussed and introduced in national standards and recommendations for universities, it was not until later, during the 2000s, that it began to receive funding and, in 2007, that it became a mandatory practice for universities. After that, in 2019, the Ministry of Education, Culture, Sports, Science and Technology-Japan (MEXT) issued a strong recommendation instating Higher Education (HE) institutions to offer pre-faculty development programs (also known as future faculty or preparatory development programs). This paper contextualizes FD at Japanese universities and offers a qualitative analysis of key factors with ramifications on the work of those in charge of designing and implementing FD initiatives (faculty developers). Through an ethnographic approach, data was collected during a nine-months stay in Japan using documental analysis, observation of new and future faculty programs, and interviewing faculty developers working at seven Japanese universities. Results are discussed and reveal six dimensions (with different subdimensions) that offer an image of FD in Japan, specifically, in relation with different aspects that impact the work of faculty developers and with topics of interest and concern for them: the government mandates, the units/centers in charge of FD, the figure of the faculty developer, the participants in FD, the FD programs, and FD trends and practices. These results offer visibility to the work and concerns of faculty developers in Japan and can be compared with those of their peers at other contexts.

12:05-13:20 | Central European Time (UTC+1)

# Friday Live Stream Session 2 | Room B

Professional Training, Development & Concerns in Education

Session Chair: Sue Ballyn

60923 12:05-12:30

*Innovating Education Through Coaching and Neuroscience*

Rachel Marie Paling, Efficient Language Coaching, Spain

By using professional Coaching and principles of neuroscience, educators can enhance the learning process making it much more efficient. We will explore the power of communication and how we can have brain-friendly coaching conversations to fully understand how the brain is impacted and affected while learning, in particular the emotional brain and learning blocks. NeuroHeart Education and NeuroLanguage Coaching® incorporate the latest findings in neuroscience, neuropsychology and emotional intelligence, as well as principles and tools from professional coaching into the traditional process of teaching with practical steps to facilitate learning. Through neuroscience we know that no two brains are alike, so we aim to tailor-make learning to personalized needs, with clear and structured targets. However, the first step is to explore how words can have such a deep impact on our learners and the question is how to raise awareness and create new habits so that educators may transform their pattern of communication to stimulate and provoke as well as to trigger metacognition in all its different aspects: autonomy; learning to learn and cognitive skills. Additionally, the neuroscience of coaching introduces the impact of compassionate conversations to evoke self-empowerment. In this workshop, participants will learn how to adapt and transform their teaching dialogues through coaching competences such as active listening, powerful questions, acknowledgment, displaying empathy or compassion, signposting and coaching presence and will be introduced to coaching models as the pathway through the coaching dialogue to gain full awareness as to how to enhance learning and have great impact.

61088 12:30-12:55

*Early Years Staff Experience of a "Culture of Learning" on Inclusion in a Nursery Class in a British School: An Interpretative Phenomenological Analysis*

Anabel Corral Granados, University of Trondheim NTNU, Norway

This study addresses the nature of workplace learning as learning for work and through working experiences. Education and work meet each other in teachers' workplace learning, facilitating their pedagogical practice and enhancing their professionalism through professional development. Teaching children with special needs and diagnosed disabilities in a nursery classroom is performed by teaching assistants, teachers and SENCOs in a preschool located in a nursery class located within a primary school in England. In this article, early-year teachers offer phenomenological explanations of their experiences on their professional development on the inclusion of the three children with the diagnostic category of pervasive developmental disorders (PDD). The purpose of this study is to examine the perception of classroom staff regarding their learning opportunities on their professional development within and outside their working hours. Participants included two classroom teachers, one SENCO and four teaching assistants. We explore the strategies that work for them in the first person using semi-structured interviews and observation during one academic year to characterise their realisation of learning practice (Boadu, 2021). The research contributes to early childhood staff role, culture, and professional development strategies on inclusive practices. What do professional learning means for the participant's role? Which professional learning opportunities are meaningful for them, and how do they manifest? Data were analysed using interpretative phenomenological analysis (IPA). The researchers identified three primary themes representing the lived experience and meaning found in the participants' experience of working together to include children with disabilities in the same nursery class: status and roles, classroom active learning culture and Learning strategies prior to knowledge implementation.

60934 12:55-13:20

*Strategies for Developing Teacher Agency in a New Eduscape With COVID-19*

Nadjat Khenioui, Algiers University 3, Algeria

Agency, teachers' ability to tailor their work and its conditions in line with their pedagogical needs through acclimating the resources and affordances in their learning environment, is of paramount importance in effecting educational transformations to better encounter the need of our time, especially within the emergency transition to remote instruction in a world plagued by Covid-19 pandemic. This paper addresses the essential role of teacher agency in the transition to on-line instruction in a time of uncertainty and frustration. It argues that despite the highly-contextualised nature of each environment, transferrable principles that guide different implementations are present and should be reported. This paper illustrates the concept of agency from pedagogical and technical perspectives by seeking evidence from their experiences during school closures. Yet, it is important to uncover teachers' readiness to the transition by examining their past experiences with on-line instruction, challenges, and elaborations on readiness. The primary contribution of the study is proposed principles for practitioners and other teachers to activate transformative agency based on the lessons learned in this process. These highlight key considerations for applying e-learning to support F2F instruction.

13:30-15:10 | Central European Time (UTC+1)

# Friday Live Stream Session 3 | Room B

Teaching Experiences, Pedagogy, Practice & Praxis

Session Chair: Isabel Alonso

61115 13:30-13:55

*Fostering Digital Citizenship and Effective Approach to Change in Teachers*

Anna Maria Mariani, Niccolò Cusano University, Italy

Luigi Piceci, Niccolò Cusano University, Italy

Francesco Maria Melchiori, Niccolò Cusano University, Italy

We present the results of a research project aimed to foster digital skills and approach to change in teachers. In Italian educational system, a urgent acknowledgment of the digital revolution underway is needed and the awareness and training of teachers and students cannot be postponed to increase a general awareness of the many risks but also of the countless opportunities that the digital world offers. Teachers need to become digitally aware citizens and, at the same time, they are responsible for teaching this competence to their pupils; educational institutions need to ensure a physical and virtual environment conducive to learning. A radical change in teaching method is needed, accompanied by the acquisition and integration of new languages, the pacification between tradition and innovation and a rebalancing of change approach. Our research focused on improving digital skills in teachers, as a vehicle to spread digital citizenship and literacy to the young population. The psycho-educational protocol, proposed to a sample of 40 teachers, works both on digital skills and on approach to change, self efficacy and acceptance.

61685 13:55-14:20

*Knowing How: The Dilemma of Economic Behavior Assessment in Online Learning*

Aulia Herdiani, Universitas Negeri Malang, Indonesia

Cipto Wardoyo, Universitas Negeri Malang, Indonesia

Aulia Herdiani, Universitas Negeri Malang, Indonesia

Sulikah Sulikah, Universitas Negeri Malang, Indonesia

Ahmad Fawaiq Suwanan, Universitas Negeri Malang, Indonesia

Yogi Dwi Satrio, Universitas Negeri Malang, Indonesia

Online learning can be determined as the savior of education during the pandemic. All processes previously executed offline must be manifested in virtual spaces. Most of essential aspects are necessarily adjusted and digitized as well as the learning process. Although the learning assessment system already has a long history of converting from conventional to digital methods, but not all can be applied that way. There is still a lot of rooms for improvement, including how the assessment of attitudes can be carried out properly to achieve the learning purposes. Economic behavior is the result of learning process from the combination of surrounding environment and conscious considerations that will create an action that has economic values (or impairment of value). Assessment of behavior will be possible to perform directly on the subject, however whether it is possible through online learning is still a dilemma. By using an ethnographic approach, this research studies how economics lecturers measure economic behavior as the result of the manifestation of economic learning. This study reveals that measuring attitudes during online learning is difficult to do. The limitations of space and time cost the observed attitudes inclined not to be the result of habituation but the learning's demands. Online learning methods are urged to be developed accordingly to internalize the economic values. It is possible to be observed by excavating students' thinking and reasoning process in solving contextual cases.

61208 14:20-14:45

*Design Thinking and Embodiment for Problem Solving and Creativity Education in the Digital World*

Luigi Piceci, Niccolò Cusano University, Italy

Anna Maria Mariano, Niccolò Cusano University, Italy

Laura Cancellara, Independent Scholar, Italy

The emergency due to SARS-CoV-2 pandemic has required substantial and situational changes in the living environments, relational, educational, health and media networks. Managing complexity in emergency contexts, therefore characterized by conditions of high individual, relational and institutional vulnerability, imposes an urgent mandate on educational agencies to rethink, adapt, reorganize and innovate their teaching methods. The interaction with the digital ecosystem has accelerated the need to draw from creative decision making and problem-solving strategies, tinkering, attention to the design of the learning room due to distancing, and to reconsider transversal skills, necessary to promote development of new cognitive-learning strategies. The contribution provides the results of an educational program based on design thinking and embodied approach to stimulate problem-solving and creative thinking in xxx university students. The methodology starts from the recent evidence-based applications offered by Embodied Cognition & Design Thinking, Emotional Design in Digital Media for E-Learning and the Personal Learning Environment (personalization of learning) and directly involves the user in co-design, testing and design experiment embodied in distance learning contexts.

61022 14:45-15:10

*Emerging Pedagogies and Design for Online Learning*

Stephanie Bain, Texas A&M University-International, United States

Nicole Morris, Texas A&M University-Kingsville, United States

This conference presentation will add to Emerging Pedagogies and Designs for Online Learning. As more and more classes are going online permanently, faculty are realizing that they must become not only the content experts of the past but also develop skills in instructional design as represented in many instances by Quality Matters (QM) and learn technologies such as the Learning Management System (LMS), Collaborate, Respondus, to name but a few. QM adequately addresses course design but there is more to teaching than just course design and that involves the strategies faculty use to motivate our students and create an effective learning environment. Using AVID (Advancement Via Individual Determination) strategies in the past has been most commonly associated with face to face classrooms. More recently, students are looking towards hybrid and online classes for their degree requirements. With technology at our fingertips, why can't we as educators conduct truly virtual classrooms while still using the researched AVID strategies? This presentation will be a facilitated discussion in which attendees and presenters can converse with open dialog and through collaborative discussions. The presenters will showcase examples of virtual classrooms and discuss the strategies that were utilized.

# BCE Virtual Presentations (Pre-Recorded)

Watch pre-recorded Virtual Presentations on the following webpages:

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

# BCE2021 Virtual Presentations (Pre-Recorded)

## Curriculum Design & Development

61762

*Complexity and the Art of Education: A Study of How to Approach Teaching More Challenging Engineering Systems Development Concepts*

Steve Barker, Cranfield University, United Kingdom

As the demand for ever more capable products increases, so too does the inherent complexity of the product itself in order to facilitate increased functionality. This is broadly true of products of all sizes, from mobile phones to automobiles to large infrastructure projects. This increased complexity makes specification, design, development and implementation more difficult to understand and achieve, potentially making the process and nature of product development more difficult to teach. There are a number of pedagogical factors to this, including the complexity of the subject, the ability of available teaching methods and technology to communicate and provide coverage of the topic, and the educational preferences of the students involved. This paper considers this issue through the prism of the design of a new masters-level course on complex engineering systems. Literature is analysed to study the nature of complexity in engineering systems development and the challenges it causes, and what mix of taught and experiential-learning might be most appropriate. Experience in delivering courses to masters students is also taken into account to gauge from an andragogical perspective what teaching methods have previously been successful in communicating subject matter that is for some difficult to understand. Feedback from students past and present is analysed to understand how different preferences affect the ability to understand more complex topics, in an attempt to assess how different students respond to different teaching methods. This analysis is used to propose an approach to enhance the education of complex systems design and development for masters students.

## Design, Implementation & Assessment of Innovative Technologies in Education

61187

*Development of Programming Learning Application for Smartphones Using Japanese*

Haruka Okubo, Tokyo Denki University, Japan

Makoto Shishido, Tokyo Denki University, Japan

In recent years, programming education has garnered attention. The programming education has been introduced in elementary schools since the fiscal year 2020 in Japan. Conventional programming education in Japan teaches programming in English. Programming in a language that is not your native tongue is difficult. For many Japanese, it is easier to understand intuitively if you can program using Japanese. This helps beginners to start acquiring basic programming skills. Also, error messages are sometimes displayed in long sentences in English, which is another factor that hinders beginners from learning. In this material, the program description and error message specifications are written in Japanese. The purpose of this study is to develop learning materials for Japanese students to learn programming so that they can experience the fun of acquiring programming skills. In this research, I have developed an application that allows Japanese students to learn programming for smartphones in the Japanese language. The application has been designed for Android smartphones. Android Studio is used for IDE development and the programming language used is Java. The layout is written in XML. In this application, learners can learn about variables, operators, control statements, and arrays. For example, learners can learn how to program "determining even or odd numbers", "assigning data to an array", and so on. By using this application, learners can learn the basics of programming that they need to understand first. This will help them advance to their next step of learning a general-purpose programming language such as Java in English.

61696

*The Role of Gamification and the New Technologies in the Construction of Mathematical Thinking*

Nicolina Pastena, University of Salerno, Italy

Francesco Saverio Tortoriello, University of Salerno, Italy

The game has always represented a role of fundamental importance in the activation of learning processes. The development of videogames have given a distinctive mark to the introduction of innovative technologies in education. With the advent of Generation Z, the theme of the game has become very important for human life. The effect of these factors has led to the birth of the phenomenon of gamification both in school environments (Birò, 2014) and in work contexts, becoming a management practice (Mollik and Rothbard, 2014; Kapp, 2012). The conceptual framework of these notes intends to investigate how gamification can contribute to amplifying both learning processes and the development of diversified mathematical skills in educational-didactic contexts. In particular, starting from the meaning of the term gamification, we will try to trace its main and characterizing traits, investigating its potential and the effects produced on motivational processes. In summary, attention will be focused on three different points of view: the contribution of gamification in motivational processes, the type of skills developed and the effectiveness of the learning process activated. Surely, the development of human skills is successful where investments are correctly managed and oriented. The effectiveness of an educational process is subject to three conditions: the involvement of the student, the accurate analysis of his training needs and the adoption of effective tools for the desired purpose. In this regard, the Theory of Intentional Change formulated by Richard Boyatzis suggests that without the drive for personal improvement, any activity would be useless.

# BCE2021 Virtual Presentations (Pre-Recorded)

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

60897

*An Assessment of Mothers' Perception of Fathers' Involvement in Digital Teaching and Learning During the Lockdown*

Olufemi Adigun, University of Zululand, South Africa

Dumisani Nzima, University of Zululand, South Africa

Lockdown measures due to COVID-19 did not only foster digital teaching and learning but also influence family bonding. Hence, while the lockdown lasted, we were curious about fathers' involvement in digital teaching and learning activities of learners who are Deaf/Hard of hearing. Thus, based on mothers' perception, we examined the effects of fathers' acceptance or rejection of the deaf child, academic resilience, computer user self-efficacy vis-à-vis Childs' onset of deafness and gender on fathers' involvement in digital teaching and learning deaf children during the lockdown. We employed a descriptive cross-sectional research design and purposively sampled 292 (Mage =  $\pm 31.5$ ) respondents. Data was collected through a structured questionnaire using Google form. Data generated were analysed using a structural equation with modelling. It was observed that all the fit measures of the SEM fell within the acceptable range ( $\chi^2 = 10.42$ ,  $df = 4$ ,  $\chi^2/df = 2.61$ , GFI = 0.99, CFI = 0.91, NFI = 0.99, AGFI, 0.98, IFI = 0.91 and RMSEA = 0.04). Findings further revealed that fathers' acceptance or rejection of the deaf child, academic resilience, computer user self-efficacy had a negative but direct relationship with fathers' involvement in the digital education of learners who are Deaf/Hard of hearing during the lockdown. Based on the finding in the study, appropriate recommendations were made.

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

61724

*Disparities in Access to Basic Education in Brazil During the COVID-19 Pandemic*

Mariana Beselga, University of Coimbra, Portugal

João Pedro de Freitas Gomes, University of São Paulo, Brazil

Matheus Lobo Custódio Duarte Maia, Pontifical Catholic University of Minas Gerais, Brazil

For years investment in basic education was not a priority for Brazilian governments, but higher education, which materialized in educational and racial inequality between different income percentiles – considering that access to universities was a privilege of families linked to ex-enslavement political elites in the 20th century. The health crisis caused by COVID-19, made the status-quo of basic schooling worsen, as children from low-income families do not have access to resources that allow them to study at home, generating a setback in childhood education. In view of that exhibition, this exploratory inquiry seeks to understand how the sharp increase in inequality in access to basic education among the more vulnerable classes had an impact on the aggravation of structural inequalities. A bibliographical, documental, and digital research is used, through the application of the historical and comparative method to verify the legal and administrative processes that aggravated the inequality of access to education even the Coronavirus crisis. It is also resorted to the use indicators, in the quantitative statistic stage, to measure socio-economic impacts in vulnerable groups. Preliminary findings appoint that the history of spending structure prioritizing the higher level has provided a delay in Brazilian development, as the lack of investment in basic education reflects an inequality in the country's political power, in a moment of crisis the tendency is that areas of social reproduction, like childcare, are less prioritized. This paper will serve as a guide for the realization of forecasts involving public educational policies in the post-pandemic phases.

61772

*A Multidimensional Approach to Assessing China's Adherence to Article 26(1) of the Universal Declaration of Human Rights (UDHR)*

Chang Liu, University of Cambridge, United Kingdom

China has frequently been accused of challenging international human rights. However, its involvement with the right to education has rarely been the centre of scholastic attention. Education as a fundamental right is deemed essential to securing social justice, enhancing individuals' dignity, and enabling their enjoyment of other human rights. This paper investigates the degree to which China adheres to UDHR Article 26(1) through Tomaševski's (2004, 2005) three dimensions of education as a human right. Methodologically, this paper adopts elements of both document analysis and critique of practice by drawing on China's official law documents and practical applications, as well as academic literature on international human rights. This paper found that while the Chinese government shares some common ground with the UDHR on the right to education, it detracts from what is endorsed and implied in UDHR Article 26(1) to a large extent. Notably, due to different ideological beliefs between China and the dominant international community, nuances abound in the interpretations of the right to education and priorities placed on each aspect of this right. Furthermore, this paper noticed that under the present social and cultural conditions, it is difficult for China to translate its stated ambitions, which sometimes aligns with UDHR Article 26(1), into reality. Broadly, this paper contributes to the limited research on education as a fundamental human right in the Chinese context. It calls for a more in-depth investigation of the Chinese discourse and the UDHR, and a broadened scope of different types and levels of education.

# BCE2021 Virtual Presentations (Pre-Recorded)

## Higher Education

60899

*Remote Teaching and Learning: Resilience and Academic Voices*

Leila Kajee, University of Johannesburg, South Africa

The COVID-19 pandemic has propelled Higher Education Institutions (HEIs) to rethink, redesign, and respond in real time. The dramatic closure of education institutions in South Africa, and worldwide raised several questions in terms of the adaptability and readiness of the HEI sector to adapt and respond to the changes. The changes called into question issues such as in-person teaching and learning practices, digital resources, academic staff and student readiness for learning in digital environments, and connectivity and access to internet services and facilities. The roles of academics and students have changed drastically. COVID-19 has taught us several lessons in higher education. As teacher educators, to move successfully to post-COVID-19 educational environments we need to heed these lessons by listening to the voices of our students and academics. Drawing on Ungar's resilience theory, the aim of this paper is to provide the voices of academics working in teacher education during the rapid and unplanned move to remote teaching and learning during the pandemic. The research paradigm is interpretative, and the approach adopts the use of qualitative case studies. The methods include ongoing interviews with, and narratives by staffs, conducted online because of social distancing rules. The author also conducted participant and non-participant observations of online classes.

61137

*Remote Learning Satisfaction among Higher Education Learners During the COVID-19 Pandemic in Malaysia and Thailand*

Manjet Kaur Mehar Singh, Universiti Sains Malaysia, Malaysia

Karansupamas Engchuan, Mahidol University, Thailand

Covid-19 pandemic that started in early 2020 has exponentially changed how education is delivered to higher education students in Malaysia and Thailand. The present teaching and learning routine that depended much on face-to-face interaction between educators and learners and to a certain extent blended education was disrupted when the world was attacked by the Covid-19 pandemic. The disruptions created by the pandemic forced higher education (HE) to continue with their teaching and learning activities through emergency remote learning/online learning mechanism. The new mechanism of teaching and learning has affected how HE students learn. This quantitative study conducted among a group of undergraduates in HE institutions is to identify their satisfaction and perception of remote/online learning. The findings indicate that majority of undergraduate students prefer hybrid/blended education instead of remote/online education. The undergraduates also indicated less satisfaction with remote/online learning.

## Learning Experiences, Student Learning & Learner Diversity

61441

*Students' Self-assessment on Group Presentation Performance with the Use of Rubrics*

Tina Wong, Hong Kong Polytechnic University, Hong Kong

Group presentations are common and essential parts of many students' university assessments and are tied to their current and future work experiences. As such, it is important for educators to design and facilitate such assessment in ways that engage students in meaningful learning experiences. One of the key elements of assessment is feedback. However, most teachers have difficulty in finding time to give all students the feedback they need. Fortunately, students themselves can be excellent sources of feedback. Under the right conditions, students' self-assessment can provide useful information to promote learning. During self-assessment, students reflect on the quality of their work, judge the degree to which it reflects explicitly stated criteria and then find ways to improve their performance. According to Andrade (2000), rubric is a way to support thoughtful self-assessment. A good rubric can orient learners to the concept of quality as defined by experts in a field and pave the way for improvement. Based on an extensive review of literature, a specially designed rubric for the group presentation of the subject "Introduction to Economics" is developed. Then a convenience sample of 90 undergraduate students taking this subject in a university of Hong Kong are invited to conduct self-assessment on his / her group presentation performance with the use of the specially designed rubrics. Structured interviews in conjunction with self-completion questionnaires are used among these 90 students to gain understanding of their experiences in using rubrics for self-assessment. In this study, it is found that rubrics can help students understand lecturers' expectations and self-improve which inspire better student performance.

61725

*Intercultural Adaptability of Algerian Students Abroad: An Application of Communicative Theory of Cross-Cultural Adaptation*

Amina Guerriche, University of Constantine, Algeria

Study abroad programs are said to have the potential to grant intercultural immersion opportunities that students perceive as having different cultural norms and practices and which thereby lead to intercultural adaptability. While there is considerable body of research regarding students' experiences abroad, evidence that support this claim appears to be limited by a range of methodological weaknesses including small homogeneous samples, and an absence of a rigorous ethnographic research strategy. Informed by Kim's (2001) integrative theory of cross-cultural adaptability, this article seeks to provide new insights on the possible impact that cultural exposure may have on the process of intercultural adaptability on the basis of a case study of Algerian students in the UK. The study was informed by the constructionist/interpretivist paradigm and used a qualitative research strategy and an ethnographic case study design to explore the process that students went through to reach an intercultural adaptability. Based on the results of the present research, it was possible to draw a series of implications for educational institutions and to revise Kim's theory of cross-cultural adaptability.

# BCE2021 Virtual Presentations (Pre-Recorded)

## Language Development & Literacy

61230

*Engaging Parents in Newcomer Children's Language Teaching and Learning*

Emma Chen, University of Saskatchewan, Canada

This study examines benefits that arise from the pedagogical practice of translanguaging, which utilizes bilingual children's full language repertoire, in a pre-kindergarten classroom where parents are invited to join their children, bringing their home language alongside the English instructional language to the classroom. Extensive research demonstrates that when parents are engaged in their children's teaching and learning, children are more successful, academically and socially. Parent engagement in language learning provides a unique opportunity because parents possess the capacity to support young children with both the school and home languages. With narrative inquiry research methodology, participants are seen to be holders and constructors of knowledge. This inquiry intends to have teacher and parent participants give particular accounts of their experiences that provide fine-grained insights into the construct of translanguaging both in the classroom and at home, thus deepening understanding of how it can serve as a pedagogical approach to language development for young newcomer children. This study sheds light on the importance of parent engagement in newcomer children's language development. Offering parents a place in children's learning on the school landscape opens up currently untapped teaching and learning resources to maximize young children's language learning outcomes.

## Primary & Secondary Education

61097

*Resilience Throughout Books for Young Learners*

Jill Tussey, Buena Vista University, United States

Leslie Haas, Xavier University of Louisiana, United States

The global pandemic changed the lives of many adults and children across the globe. As students return to school and continue to navigate the new world after facing this hardship, educators must be prepared to provide support and guidance. Mulvahill (2021) shares "kids need support and instruction to manage successfully in school (whether that's in person or online) and in life. Skills like recognizing and managing emotions, being a good friend, controlling impulses, communicating effectively, and working with others are invaluable" (para. 1). Utilizing books in the classroom with the focus on social-emotional learning, dealing with feelings, frustrations, and challenges, and friendship can offer students support. Educators can utilize books for the whole class Read Aloud or partner/small group books in their classrooms. Books can also serve as discussion starters to help students talk about challenges and issues with their classmates. Various books can also serve as a starting off point for social-emotional, relationship building, and resilience classroom games and activities. Educators also can focus on various ways to support out-of-school learning and resilience in the home through books. A few books with discussion topics, activities, and out-of-school learning activities include: Resilience, Healthy Mindset for Super Kids, Bounce Back Betty, and Resilience - Facing Challenges.

61946

*Virtual Classroom Management From the Teachers' Position in the New Education Normality*

Rocío Patiño, Universidad Tecnológica Indoamérica, Ecuador

Samary Guillén, Universidad Tecnológica Indoamérica, Ecuador

Paulina Meneses, Universidad Tecnológica Indoamérica, Ecuador

INTRODUCTION. Given the current pandemic emergency (COVID-19), it is necessary to have updated information on the educational situation in Ecuador. Education, in any situation, must be a priority and must never stop, which leads to adapt the curriculum to the emergency through virtual classrooms; although they already existed previously, they were not used to the same extent by all schools and students. OBJECTIVE. to state into a theoretical scheme the management of virtual classrooms from the teachers' position within the framework of the new educational normality, METHOD. This article will be based on the epistemic matrix within the qualitative paradigm, constructionist epistemology, and phenomenological method. OUTCOMES. Most of the teachers have assumed with real commitment their teaching and learning management in virtual classrooms, they recognize their weakness in the use of technological tools and have become aware of the contribution they mean in education. DISCUSSION AND CONCLUSIONS. The support of the shift authorities working with education experts is required to establish an appropriate structure for the entire education system with high-quality technological resources, to enable teachers and students to be at the forefront of the needs that society currently demands.

# BCE2021 Virtual Presentations (Pre-Recorded)

## Teaching Experiences, Pedagogy, Practice & Praxis

61124

*Implementing Critical Content Based Instruction (CCBI) in Chinese Language Classroom*

Hong Li, Emory University, United States

Critical content-based instruction (CCBI) integrates critical pedagogy and content-based instruction. By applying a critical lens to content-based and culturally based themes in language classes and forging the connectedness between language learning and society, language teachers have the power to foster not only linguistic and cultural competence but also expand their students' worldviews. This presentation discusses how CCBI was implemented in an advanced Chinese language class in spring 2021 at a university in North America and reflects on the pedagogical considerations and challenges of CCBI. Specifically, the course content was revamped for the purpose of engaging students in reflections on contested social issues that are important in our societies. The four units in this course included 1) Wuhan lockdown and the controversy surrounding Fang Fang's diary, 2) the deterioration of U.S.-China relations and its impact on studying abroad, 3) Anti-Asian violence and sexual harassment, and 4) Inequality in Chinese society. Authentic journalistic and literary texts were selected to demonstrate different perspectives, disrupt stereotypes, and highlight power structures that affect societies and people's lives. In addition to sharing course content and curriculum structure, this presentation discusses the teaching strategies used for critical reflection in synchronous and asynchronous settings, such as critical readings of texts, dialogues among students and with native speakers, etc. Lastly, the presenter will provide examples of learning activities and reflect on the challenges of teaching controversial topics through CCBI. The pedagogy is applicable in a wide range of language and culture courses.

# BAMC Virtual Presentations (Pre-Recorded)

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# BAMC2021 Virtual Presentations (Pre-Recorded)

## Aesthetics and Design

61239

### *Co-creation of Value in the Multidisciplinary Sharing Between Science and Design: The Case of a Portuguese Cutlery Industry*

Bernardo Providencia, University of Minho, Portugal  
Germanya D'Garcia Araujo Silva, Federal University of Pernambuco, Brazil  
Rosana Ferreira Alexandre, DTx- Colab, Portugal  
Rute Silva, University of Minho, Portugal

This work presents partial results of the international cooperation project between Universities and a Portuguese cutlery industry that, based on Emotional Design and Cognitive Science, aims to create bonds with customers and distributors. In times of social isolation, the habit of dressing the table to share family moments is one of the ways to create affective memories. Thus, when a product manages to awaken emotional meaning in its user, a relationship of trust is created, and consequently, a competitive advantage in the market. Once the functionality and usability requirements are satisfied, the next goal is to meet the psychological and sociological needs of the users: the needs of belonging, competence, independence or self-fulfilment. To this end, issues such as motivation, memory, decision-making and behaviour are relevant factors to improve the experience. The value co-creation method extends the user's participation in the design process and favors the understanding and how to obtain positive emotions. In this research, a methodological innovation was proposed from the correlation between brain electrophysiological data and qualitative data from subjective evaluations to support the value co-creation process of tableware. The techniques of observation, semi-structured interviews and questionnaires with affective evaluation scales were associated with the physiological results of electroencephalography (EEG) with end users in order to elicit affective inputs in the creation of the artifacts. The first results pointed out that the emotional reactions aroused through the visual appearance, faded when the objects were touched and handled, especially with those that were innovative in shape and texture.

## Ageing Studies

60799

### *A Qualitative Study on the Experiences of Chinese Empty Nest Couples on Their Role Change*

Cheuk Yan Chu, The Chinese University of Hong Kong, Hong Kong

**Purpose** In family life cycle theory, each developmental stage means a crucial transition to individual, marriage, and family. However, when discussing on the family life cycle, many empirical studies in Hong Kong only focus on early stages related to raising children. Studies in the West reviewed that parents in empty nest stage experience identity crisis (i.e. loss of major parental role) and mixed emotions. Maladaptive to role adjustment may result in poorer psychological well-being. This study aims to enrich the knowledge on empty nest couple's role change experiences in Chinese community. **Methods** A qualitative case study approach was adopted. Six pairs of empty nest couples were recruited. Face-to-face, zoom and semi-structure interview were used. Both individual and couple interview were adopted depending on the interview location. Emotion cards were applied during interviews. **Results** The interviewed empty nesters reported 'Gain' from more private and carefree moments. They also experience the process of 'Loss' and 'Restoration' towards the major parental role, which could be illustrated by the concept of 'Dual Process Model' from Stroebe & Schut (1999). Lastly, three protective factors (i.e., acceptances, marital companionship, and emotional bond with children) were found for empty nesters to restore their parental role loss. **Conclusion** This study could provide preliminary information for the family life cycle studies in later stages in Chinese community. Some insights to the Chinese elderly services practices and policy making were discussed.

# BAMC2021 Virtual Presentations (Pre-Recorded)

## Architecture and Urban Studies/Design

61172

### *The Relationship of Valuable Objects and Living Conditions in the Malay Household Through the Resilience of Time*

Zarina Za'bar, Universiti Teknologi Malaysia, Malaysia

Syed Ahmad Iskandar Syed Ariffin, Universiti Teknologi Malaysia, Malaysia

Tun Mohd Irfan Mohd Suria Affandi, Universiti Teknologi MARA, Malaysia

Spatial resilience is the ability to cope with a drastic transformation in daily lifestyle due to a change in situation or crisis especially in the household. Resilience in living spaces is when householders preserve and protect their valuables and themselves from possible adverse effects of stressors during crisis. Valuable objects represent more than just a physical function in the Malay household. Instead, they are often associated with a particular person, memory, or place that can provide comfort to the householder during particularly stressful times. By identifying "valuable objects" as the main objective of this study, a way of thinking in sociological and spatial research is adopted that emphasises materiality in the current situation. This approach places visible objects and material things above values, discourses, and ideologies that have recently been the dominant modes of inquiry in housing research. Valuable objects play an important role in how Malay residents value their living spaces, which contain Malay beliefs, identity and heritage. The findings introduce the need to track everyday objects and their changes based on the interactions of household residents. Such information helps to identify activities, situations and behaviours of household residents. Regardless of whether the valued objects are items of daily use or merely ornamental, the following discussion proposes an approach that reveals how objects are used, lived and appropriated in the daily life of a Malay through the current pandemic situation.

61228

### *The Museum of Works as a Means of Improving the Professional Knowledge of High School Students Through Public Intervention*

Joshua Alfando, University of Pelita Harapan, Indonesia

Felia Srinaga, University of Pelita Harapan, Indonesia

Undi Gunawan, University of Pelita Harapan, Indonesia

Due to high school students' lack of professional knowledge, graduates contributed 7.92 percent to Indonesia's unemployment rate. This can be solved using self-actualization activities and public intervention in the form of seminars and counseling, which can be accommodated by a "museum of works" that is directly integrated with the high school environment. The goal of this study is to identify types of self-actualization activities and public interventions, as well as to create an exploratory museum. The spatial theories that being used consist of safe space, engaging space, and restorative space were analyzed and then merged with the characteristics of the high school environment. Precedent investigations were also done at the James Simon Museum and the Rio Arts Museum to serve as a standard against the theories. The theoretical analysis and precedent study yielded 9 concepts and design strategies that addressed building mass composition, spatial quality of space, museum-school spatial integration, circulation, facade aesthetics, lighting, ventilation, material types, and self-actualization spaces. The museum's 9 design idea was adapted to the 1.03-hectare site of the Immanuel Christian High School Pontianak, Indonesia. The study's findings resulted in the creation of "museum of works" with a floor size of 7921 m<sup>2</sup> that is directly connected to Immanuel Christian High School Pontianak. Exhibition Space, Auditorium, Professional Exhibition Room, Courtyard Park, museum shop, and café are all part of the museum's space program. The final goal is to educate each student about the types of professions that are appropriate for them to pursue in the future.

## Arts Practices

61086

### *Performative Drawing: Concepts, Processes and Artworks*

Madeleine Lohrum, Universidad de La Laguna, Spain

Performative drawing is a contemporary art movement that seems to be gaining worldwide importance over the last decades. An increasing number of artists are focusing their practice-based research on this art trend that explores the intersection between performance and drawing in process oriented practices. However, very little theoretical research has been undertaken upon this topic. In a recent paper, Luzar (2017) has examined the 'graphic trace' as marks left from physical actions and evaluated whether they could be understood as a 'visual expression of thought' by linking them to Bergson's notion of multiplicity. However, no studies have examined the implications of the ideas of Jean-Luc Nancy and Hans Belting in relation to this art practice. The purpose of this paper is to shed some light on our understanding of performative drawing by using a multidisciplinary approach that combines an analysis of the ideas of these two thinkers and a critical revision of a number of key art works. The study aims to identify the general characteristics of such an art practice and some key philosophical concepts that underlie it. The results suggest that performative drawing should be regarded as an art practice in which concepts such as body, trace and site-specificity are paramount. The findings of the study may provide artists, scholars, and curators with a deeper understanding to analyse this type of art practice.

# BAMC2021 Virtual Presentations (Pre-Recorded)

## Digital Humanities

61237

*MMORPG Games as a Way of Coping During the Pandemic: A Study on World of Warcraft*

Rengin Gürel, Istanbul Technical University, Turkey

Negative effects of coronavirus expand from physical to mental health, thus finding methods for emotional coping and wellness has become crucial. The act of play is a way to improve one's wellness and it has been discussed as an intrinsic human activity nested in the culture. During quarantines "play" was in the virtual form more than ever. These virtual games, including MMORPGs (massively multiplayer online role-playing games), offer an achievement-based social experience. Before the pandemic, these games have been discussed as an escape from reality, an unhealthy coping mechanism, and an addiction. Contrarily, some researchers consider this activity as a facilitator of social interaction with existing or new social networks. In this study, World of Warcraft (WoW) is explored as a setting through an ethnographic approach to understand how the covid pandemic affected players and their experience in the virtual world. The paper focuses on the leveling stage of the game and fieldwork data derived through participant observation and casual conversations with players. Collected data suggests playing WoW has become a method for emotional coping against the pandemic since experienced players came back to the game during this time. This research examines Man, The Player in World of Warcraft and during the pandemic. Understanding a virtual world could unfold ways to build resilience in the "real world". The paper argues that playing WoW could become a tool for better coping with the pandemic through its competition, chance, and simulation elements that create achievement-based, social, and nostalgic motivators in the game.

## Film Studies

61841

*The Illusioned Comedy of Life in Todd Phillips' "Joker"*

Amira Rihab Saidi, University of Szeged, Hungary

The perception of humor is of multi-faceted nature among which several factors do influence humor's operation decryption. Through the essence of this study, I will examine how Todd Phillips exposed a counterintuitive type of comedy in his "Joker" as breakthrough of what life is and how the notion of comedy is relatively signified in life by different personas based on their life conditions. The movie divulges equivocal significance of comedy that proceeds to fuse humor with tragedy: it has the structural organism of what humor theoretically ought to comprise, yet; on the other hand, it prevails negative sentiments and reactions towards fundamentally "Arthur's jokes. In pursuance of conceptualizing the humor operated in the "Joker", my analysis relies on Kant's incongruity theory that labels humor understanding in relation to the absurd situations and illogic link occurring between the joke and reality, supported by Aristotle's conceptualization of humor and tragedy. To this end, the depictions of comedies and jokes as misapprehended have been subverted to arouse crucial reasoning that significance of notions is relative and subsequently illusioned by human varied conditions.

## Linguistics, Language and Cultural Studies

61090

*A Corpus-based Study of Sexist Language in the Hashtag #everydaysexism on Twitter*

Wanwen Wang, The Open University of Hong Kong, Hong Kong

This paper examines the Twitter hashtag #everydaysexism as the discourse of sexist language about the digital feminist movement, focusing on the fourth wave of feminism. Twitter users use #everydaysexism to "shouting back" and expose their experiences relating to sexism in daily life. The corpora consist of 1118 tweets in the hashtag #everydaysexism that include all the English tweets posted within 12 months (from April 1, 2020, until March 31, 2021). After conducting a thematic analysis using Melville et al.'s (2019) model, this topic work/office/company/customer has an overwhelming share, with 24.14% being overt and 75.86% indirect sexism. This result supported Mills' (2008) argument, namely, indirect sexism is relatively easier to articulate these days in formal contexts. Drawing on Mills' (2008) sexist language framework, this study then concludes by analyzing the different sexist language markers to reflect some issues regarding gender differences and to signal people to think about their behaviour and speech.

# BAMC2021 Virtual Presentations (Pre-Recorded)

## Media Studies

61545

*Poaching as Resistance: "Filipinizing" Game of Thrones Online Fandom*

Marilou Morales, University of the Philippines Diliman, Philippines

Game of Thrones (GoT) is an eight-season television series first released in 2011. It is based on George R.R. Martin's seven-volume fantasy saga *A Song of Ice and Fire*. GoT is produced by Home Box Office (HBO), a cable TV and online streaming provider based in the US that has around 142 million subscribers worldwide (Warner Media, 2018). Other than the legal HBO brand channels across the globe, viewers are gaining access of the series through piracy. Its seventh season alone was pirated more than one billion times last 2017 (Holloway, 2017). Game of Thrones has not only garnered countless accolades, but it has also given birth to a global fandom. In the Philippines, the earliest and largest fan group is called Westeros Philippines. Established in 2012, its social media accounts are followed and joined in by thousands of Filipino GoT fans. From references to Filipino popular culture, local traditions, Philippine politics, and social issues, the fannish activities of Filipino GoT fans are not isolated from the greater Philippine context. Informed by the argument of Matt Hills (2002, 2013) and Henry Jenkins (1992, 2006, 2007, 2014) that culture plays an important role in fan readings and productivities, this study discusses how Westeros Philippines has "Filipinized" the GoT fandom and how it became a form of resistance to the culture industry and the Philippine socio-political situation in 2019 when the last season of the series was premiered.

## Politics and Philosophy

61686

*Examination of Commonality of Policy Issues Related to AI Development and Dissemination in Major Developed Countries*

Nagayuki Saito, International Professional University of Technology in Tokyo, Japan

Artificial intelligence (AI) will rebuild the economy, increase productivity, improve efficiency and reduce costs, contribute to making informed decisions. There are great expectations for AI to drive innovation and growth. As the effects of AI permeate society, the power of change must be exerted for society. On the other hand, AI also raises ethical concerns. There are issues regarding the credibility of AI systems, including the risk of infringement of gender, privacy, human rights, and values. There is also growing concern that AI systems may exacerbate the digital divide. Therefore, for greater value, AI development and operation require international cooperation and multi-stakeholder cooperation. This study categorized important policy issues in AI development and operation by analyzing text data on AI policies of Group of Seven (G7) member countries, which are major developed countries. As a result of the analysis, policy issues related to labor market optimization, skill improvement related to AI, privacy protection, accountability, security, and safety are clarified, and it is important to implement policies in international cooperation to solve these issues. In this study, by analyzing text data on AI policies of Group of Seven (G7) member countries, which are major developed countries, we categorized important policy issues in AI development and operation in those countries. Furthermore, in formulating the policy, it is important that establish a multi-stakeholder system including industry, social groups, consumer groups, local governments, etc., and establish a policy framework to promote ethical behavior in the industries.

# BCE2021 Virtual Presentations (Poster)

## Adult, Lifelong & Distance Learning

61960

*Potential Requirements for Lifelong Learning Institutions' Acceptance of Individuals With Dementia in Regular Classes: Preliminary Findings in a Super-aged Society*

Naoko Suzuki, Tokushima University, Japan

With increased numbers of people living with dementia, how to achieve dementia-friendly communities according to varied localities has been added to the global agenda. This study highlights potential requirements for lifelong learning institutions' acceptance of students with dementia in regular classes through examination of some noticeable cases occurring in and out of the regular classroom. The case-study approach was employed at a lifelong learning institution at a university in Japan. Classroom observations and interviews with two clerical staff members were conducted to clarify possible problems and issues with individuals with dementia who continue learning at educational institutions in their local communities. Preliminary findings suggest that, although individuals with dementia tend to express their eagerness to learn, the main problems were: difficulty in selecting courses; repetitive and stereotypical behaviour during classes; disharmony and dissidence in discussion; wandering during and after the break; the possibility of worsening symptoms due to instructors' lack of sufficient knowledge about dementia. Based on these findings, the following potential requirements for educational institutions in accepting students with dementia are suggested: introducing appropriate training programmes for both teaching and clerical staff; developing special teaching methods for individuals with dementia at educational institutions; renovating physical environments; establishing a cooperative relationship with those in other fields; raising awareness among ordinary students; determining the range of educational services for individuals with dementia; and considering care partners' opportunities for lifelong learning. Overall, further investigation will be required to establish more seriously the universal values of educational institutions' intervention.

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

61104

*Examining the Benefits of Practicing Extracurricular Activities on Mental Health and Well-being*

Inês Soeiro, University of Porto, Portugal

Sofia Magalhães, University of Porto, Portugal

Teresa Limpo, University of Porto, Portugal

As a complement to children's education at school, parents often enroll their children in extracurricular activities. This is a wise decision as those activities seem to increase students' life satisfaction. However, little is known about the mediating mechanisms underlying this link. This study aimed to analyze whether the practice of extracurricular activities has a direct contribution to students' life satisfaction as well as an indirect contribution, by reducing psychological distress. We asked 474 students from Grades 5 to 9 to indicate if they were involved in extracurricular activities, and to fill in two questionnaires to measure psychological distress (i.e., depression, anxiety, and stress) and life satisfaction. Results revealed that the practice of extracurricular activities was directly associated with lower levels of depression ( $b = -.24, p = .01$ ) and anxiety ( $b = -.23, p = .01$ ), as well as with higher levels of life satisfaction ( $b = .21, p = .01$ ). Moreover, depression was negatively associated with life satisfaction ( $b = -.54, p < .001$ ). Finally, we found an indirect link between the practice of extracurricular activities, depression, and life satisfaction (estimate = .13, 95% CI [0.04, 0.24]). Overall, the practice of extracurricular activities was associated with more life satisfaction, both directly and indirectly, by reducing the levels of depression. These findings emphasize the importance of promoting the involvement of students in extracurricular activities as a mean to foster their mental health and well-being, which is critical for school success, mainly in difficult times as those we are living in.

# BCE2021 Virtual Presentations (Poster)

## Teaching Experiences, Pedagogy, Practice & Praxis

61396

*Exploring the Gender Differences in the Learning of Computational Thinking*

Chiung-Fang Chiu, National Chi Nan University, Taiwan

The development of Computational thinking (CT) skills has received much attention in recent years. However, many studies mainly focused on course design, teaching materials or learning tools for CT. In contrast, the effects of gender factor in CT research have been largely overlooked. A review by Espino and González (2016) indicates that there are very few methodologies that relate to the teaching of CT and even fewer of these methodologies incorporating a gender perspective. More research is needed to explore the gender differences in CT learning. Consequently, the present study aims to explore the gender differences in CT learning. Learning outcomes and attitudes based on gender differences were examined. A total of 151 students, including 98 females and 53 males, from 4 classes of a senior high school participated in this study. Students applied CT skills such as problem decomposition, algorithm design, and pattern recognition while doing Arduino hands-on programming projects. The ANCOVA results ( $F=15.86, P<.001$ ) indicate that males had achievement higher scores than females on the post-test. As for the questionnaire used in the end of this study, males and females gave similar and positive responses to most questions. However, a statistically higher number of females thought that the programming practices of the Arduino two projects were challenging. These results suggest that educators should focus on strategies that fostering interest and engagement among female students when teaching CT. More support or scaffolding should be provided for female students as well.

61752

*Communication Through Food: Pedagogical Strategies and Critical Questions to Flavor Your University Course*

Mary Helen Millham, University of Hartford, United States

Diana Rios, University of Connecticut, United States

The current media landscape is rife with demonstrations and celebrations of local/adapted foods. This popularity has been accentuated during the COVID era because people in general, and college students, are obligated to be home. The cross-disciplinary authors from the Communication field have harnessed the powers of popular media programs of high interest, for academic lessons. We examine ethnic identity(ies), food as symbolic transmitter of culture(s), food communicating/indicating cultural heritage, food re-appropriation vs. appreciation, the politics of food harvesting, and access to healthy food. We have found that university students welcome an uncommon learning approach, and that they have the opportunity to better engage with family, and others. Our strategies and teaching examples are from a small private and a large public university (first year–senior). We have a multi-step approach using accessible/entertaining television segments for discussion and related readings (what is culture, food as culture, why cooking is used for group competitions and individual fame) and move toward more challenging conversations about cultural authenticity, geography, colonialism, social class and consumption, and climate change and hunger. This presentation provides roadmaps, strategies, names of online episodes, discussion questions, and assignments that allow the learner to engage elders regarding heritage dishes and meanings/identities, cook a basic dish and discuss personal, academic, political, or geographic significance. High production quality programs and documentaries enhance visual experiences. The general umbrella of communication is useful to all with interests in symbolic processes. We would like to share our successes.

# BAMC2021 Virtual Presentations (Poster)

## Media Studies

61683

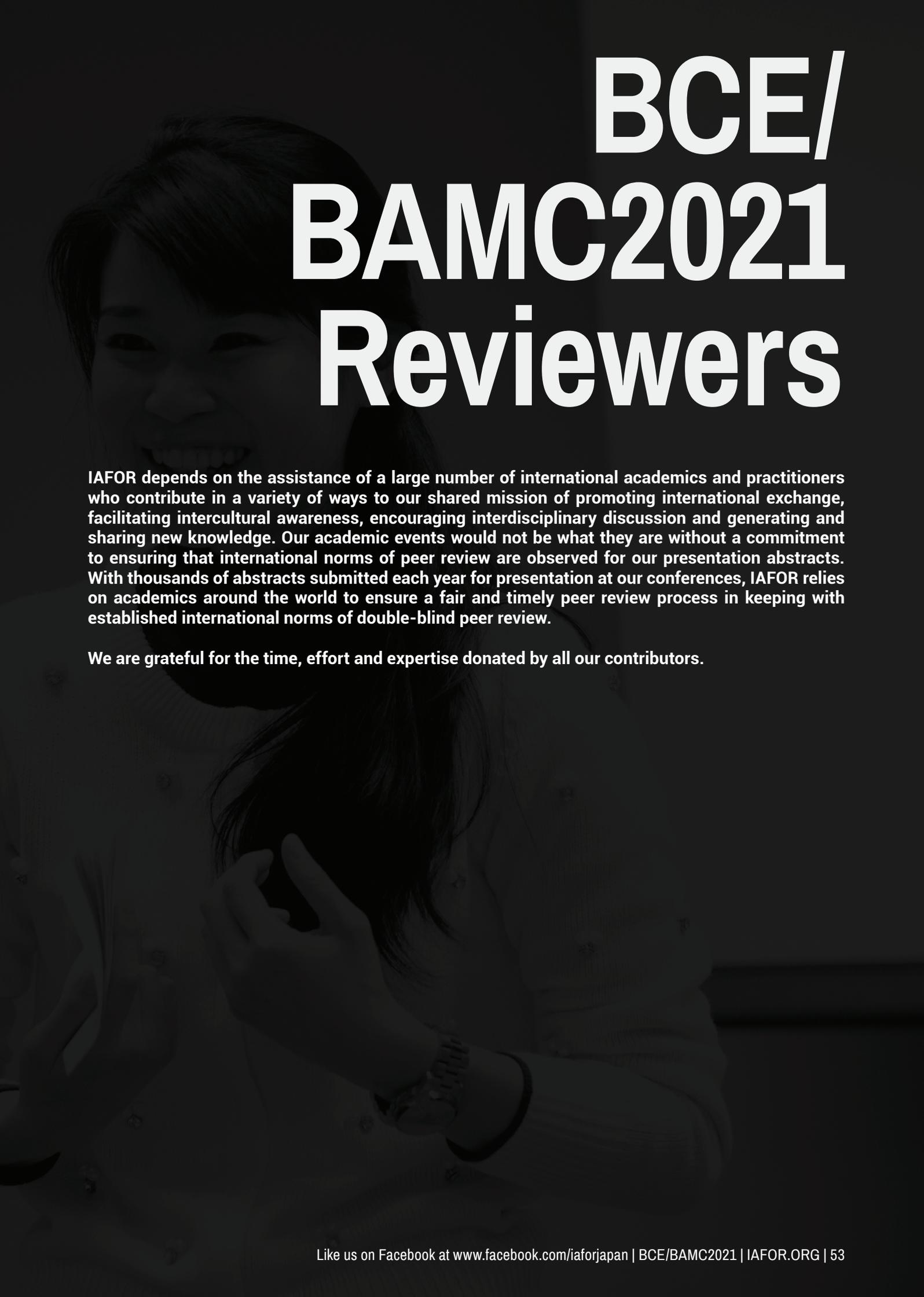
*New Approach of Usability Assessment in Collaboration Among Media Students and Micro-businesses*

Minna Virkkula, Oulu University of Applied Sciences, Finland

Nina Patrikka, Oulu University of Applied Sciences, Finland

Heidi Ålander, Oulu University of Applied Sciences, Finland

Evaluation is a crucial part in UX design. There are several methods for expert evaluating usability and user experience, having different strengths and weaknesses. In the digital era websites and applications have enabled micro-businesses to be more visible for clients. Though these companies lack recourses to provide ideal user experiences. In our project, we explored a new innovative approach of assessing usability of micro-businesses' digital products in collaboration with students. In this paper we describe the case study in which we had a three-day UX workshop allowing students to evaluate selected user interfaces in small teams as part of UX development process. Experiment was conducted with media students, and they had a basic knowledge of UX and usability. Usability assessment guidance was based on an expert evaluation, and we provided our own handbook with persona description and evaluation cards including practical guidelines in terms of first impression, navigation, content and visual appearance for supporting usability assessment. After workshop we collected feedback from participants. The findings suggest that usability can be evaluated in relative short workshop with novice experts in cooperation with mentors. The approach does not require extensive planning before evaluation, and evaluation cards can be reused for different interfaces. This is a relatively quick way to gather main usability and accessibility issues of digital product. This process seemed to be very concrete way for students to get more experience of usability and team work. For companies this was an agile way to get improvement ideas for digital products.



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

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# A-Z Presenters List

<b>Adigun, Olufemi Timothy</b>	p. 41	<b>Garfield, Alan</b>	p. 24
University of Zululand, South Africa		University of Dubuque, United States	
<b>Ahmed, Awmnia Samir</b>	p. 29	<b>Guerriche, Amina</b>	p. 42
Mohammed Al-Mana College For Medical Sciences, Saudi Arabia		University of Constantine 1, Algeria	
<b>Alfando, Joshua</b>	p. 47	<b>Gürel, Rengin</b>	p. 48
University of Pelita Harapan, Indonesia		Istanbul Technical University, Turkey	
<b>Alshahrani, Nadia</b>	p. 33	<b>Herdiani, Aulia</b>	p. 38
Princess Nourah Bint Abdul Rahman University, Saudi Arabia		Universitas Negeri Malang, Indonesia	
<b>Azzopardi, Antoine</b>	p. 33	<b>Hervas, Gabriel</b>	p. 36
St Michael School, Malta		The University of Tokyo, Japan	
<b>Bain, Stephanie</b>	p. 38	<b>Jacob, Udem Samuel</b>	p. 26
Texas A&M International University, United States		University of Johannesburg, South Africa	
<b>Banerjee, Supriya</b>	p. 33	<b>Jain, Pallavi</b>	p. 22
Amity University, Uzbekistan		Anant National University, India	
<b>Barker, Steve</b>	p. 40	<b>James, Aleya</b>	p. 34
Cranfield University, United Kingdom		Royal College of Art and Design, London , United Kingdom	
<b>Beselga, Mariana</b>	p. 41	<b>Kajee, Leila</b>	p. 42
University of Coimbra, Portugal		University of Johannesburg, South Africa	
<b>Blake, Felix</b>	p. 23	<b>Kamel, Shaden</b>	p. 22
University of Cambridge, United Kingdom		University of Bayreuth, Germany	
<b>Bohm, Nina</b>	p. 36	<b>Kaushik, Murchana</b>	p. 22
TU Delft, Netherlands		Queen's University Belfast, United Kingdom	
<b>Brockmann, Patricia</b>	p. 36	<b>Khenioui, Nadjat</b>	p. 37
Nuremberg Institute of Technology, Germany		Algiers University 3, Algeria	
<b>Brown, Nancy</b>	p. 23	<b>Kida, Tsuyoshi</b>	p. 27
University of Edinburgh, United Kingdom		Dokkyo University, Japan	
<b>Chadli, Ichraq</b>	p. 32	<b>Kittani, Yaseen</b>	p. 32
University of Valladolid, Spain		Al-Qasemi Academy, Israel	
<b>Chakravarty, Shravasti</b>	p. 28	<b>Lee, Jeongwon</b>	p. 26
Amity University, Uzbekistan		Hankuk University of Foreign Studies, South Korea	
<b>Chen, Emma</b>	p. 43	<b>Lelenkova, Anna</b>	p. 28
University of Saskatchewan, Canada		Saint Petersburg University, Russia	
<b>Chiu, Chiung-Fang</b>	p. 51	<b>Li, Hong</b>	p. 44
National Chi Nan University, Taiwan		Emory University, United States	
<b>Chu, Cheuk Yan</b>	p. 46	<b>Liu, Chang</b>	p. 41
The Chinese University of Hong Kong, Hong Kong		University of Cambridge, United Kingdom	
<b>Corral Granados, Anabel</b>	p. 37	<b>Lohrum, Madeleine</b>	p. 47
Norwegian University of Science and Technology, Norway		Universidad de La Laguna, Spain	
<b>Elsheikh, Aymen</b>	p. 29	<b>Lushetich, Natasha</b>	p. 25
Texas A&M University at Qatar, Qatar		University of Dundee, United Kingdom	
<b>Elshof, Marjon</b>	p. 27	<b>Mariani, Anna Maria</b>	p. 38
HAN University of Applied Sciences, Netherlands		Niccolò Cusano Net University, Italy	
<b>Enkhbayar, Nominerdene</b>	p. 32	<b>McKay, Daniel</b>	p. 32
The University of Tsukuba, Japan		Doshisha University, Japan	
<b>Fenten, Jan</b>	p. 36	<b>Mehar Singh, Manjet Kaur</b>	p. 42
Leiden University, Netherlands		Universiti Sains Malaysia, Malaysia	
<b>Ferrer I Picó, Jan</b>	p. 24	<b>Millham, Mary Helen</b>	p. 52
The Hague University of Applied Sciences, Netherlands		University of Hartford, United States	
<b>Fontana, Francesca</b>	p. 22	<b>Morales, Marilou</b>	p. 49
University of Camerino, Italy		University of the Philippines Diliman, Philippines	
<b>Furukawa-Taniguchi, Noriko</b>	p. 34	<b>Morris, Nicole</b>	p. 38
Soka University (Alumni), Japan		Texas A&M University-Kingsville, United States	

# A-Z Presenters List

<b>Mutongoza, Bonginkosi Hardy</b> University of Fort Hare, South Africa	p. 26	<b>Za'Bar, Zarina</b> UTM/ Universiti Teknologi MARA, Malaysia	p. 47
<b>Okubo, Haruka</b> Tokyo Denki University, Japan	p. 40		
<b>Pace, Mario</b> University of Malta, Malta	p. 21		
<b>Paling, Rachel</b> Efficient Language Coaching, Spain	p. 37		
<b>Parepa, Laura Anca</b> Tsuda University, Japan	p. 27		
<b>Patiño, Azucena</b> Universidad Indoamérica, Ecuador	p. 43		
<b>Patrikka, Nina</b> Oulu University of Applied Sciences, Finland	p. 52		
<b>Picci, Luigi</b> Niccolò Cusano University, Italy	p. 38		
<b>Providencia, Bernardo</b> University of Minho, Portugal	p. 46		
<b>Quezada, Estefania</b> Universidad Indoamérica, Ecuador	p. 29		
<b>Rios, Diana</b> University of Connecticut, United States	p. 51		
<b>Roberti, Ana Clara</b> University of Porto, Portugal	p. 25		
<b>Saidi, Amira Rihab</b> University of Szeged, Hungary	p. 48		
<b>Saito, Nagayuki</b> International Professional University of Technology in Tokyo, Japan	p. 49		
<b>Scortichini, Manuel</b> University of Camerino, Italy	p. 22		
<b>Shon, Kyung Hwa</b> Royal College of Art, United Kingdom	p. 35		
<b>Shuler, Jordan</b> George Brown College, Canada	p. 28		
<b>Soeiro, Maria</b> University of Porto, Portugal	p. 50		
<b>Suzuki, Naoko</b> Tokushima University, Japan	p. 50		
<b>Tortoriello, Francesco Saverio</b> University of Salerno, Italy	p. 40		
<b>Trescak, Tomas</b> Western Sydney University, Australia	p. 36		
<b>Tussey, Jill</b> Buena Vista University, United States	p. 43		
<b>Van Den Berg, Bas</b> The Hague University of Applied Sciences, Netherlands	p. 26, 36		
<b>Wang, Tingjia</b> Hiroshima University, Japan	p. 24		
<b>Wang, Wanwen</b> The Hong Kong Metropolitan University, Hong Kong	p. 48		
<b>Wong, Tina</b> The Hong Kong Polytechnic University, Hong Kong	p. 42		

## Hawaii, 2022

**January 06–09, 2022**

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

The IAFOR International Conference on Arts & Humanities in Hawaii  
(iicahhawaii.iafor.org)

## Tokyo, 2022

**March 21–23, 2022**

The Asian Conference on Education & International Development  
(aceid.iafor.org)

**March 25–27, 2022**

The Asian Conference on Language  
(acl.iafor.org)

**March 29–31, 2022**

The Asian Conference on Psychology & the Behavioral Sciences  
(acp.iafor.org)

The Asian Conference on Ethics, Religion & Philosophy  
(acerp.iafor.org)

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

**June 01-04, 2022**

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

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

## Tokyo, 2022 (cont'd)

**June 06–09, 2022**

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

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

**November 28 – December 01, 2022**

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

## Kyoto, 2022

**October 17–20, 2022**

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

The Kyoto Conference on Arts, Media & Culture  
(kyoto-amc.iafor.org)



## Virginia, 2022

**May 05–07, 2022**

The IAFOR Conference on Educational Research & Innovation  
([eri.iafor.org](http://eri.iafor.org))

## Paris, 2022

**June 16–19, 2022**

The Paris Conference on Education  
([pce.iafor.org](http://pce.iafor.org))

The Paris Conference on Arts & Humanities  
([pcah.iafor.org](http://pcah.iafor.org))

## London, 2022

**July 14–17, 2022**

The European Conference on Aging & Gerontology  
([egen.iafor.org](http://egen.iafor.org))

The European Conference on Education  
([ece.iafor.org](http://ece.iafor.org))

The European Conference on Language Learning  
([ecll.iafor.org](http://ecll.iafor.org))

**July 21–24, 2022**

The European Conference on Media, Communication & Film  
([euromedia.iafor.org](http://euromedia.iafor.org))

The 10th European Conference on Arts & Humanities  
([ecah.iafor.org](http://ecah.iafor.org))

## Barcelona, 2022

**September 19–22, 2022**

The Barcelona Conference on Education  
([bce.iafor.org](http://bce.iafor.org))

The Barcelona Conference on Arts, Media & Culture  
([barcelona-amc.iafor.org](http://barcelona-amc.iafor.org))

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

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