



PROGRAMME & ABSTRACT BOOK

The 5th Barcelona Conference on Education (BCE2024)

The 5th Barcelona Conference on Arts, Media & Culture (BAMC2024)

November 12-16, 2024 | Barcelona, Spain, & Online

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

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Letter of Welcome



Benvinguts/Bienvenido a Barcelona! Welcome to Barcelona!

It gives me a great pleasure to welcome you, or welcome you back, to the energetic and exhilarating cultural hub of Barcelona, and to the IAFOR Barcelona Conferences on Education (BCE2024) and Arts, Media & Culture (BAMC2024). Barcelona is a city that offers something for everyone, stimulating and satisfying to the literal and metaphorical appetite! It has an extraordinarily rich history and culture, and has been a crossroads for peoples, trades, and cultures for centuries, and as such is a wonderful setting for our conferences, with their emphasis on encouraging interdisciplinary discussion, facilitating intercultural awareness, and promoting international exchange.

Our conference this year has grown in size, and will welcome around 440 delegates from more than 60 countries, and therefore an extraordinary space and place for meeting and engaging with people from around the world in comparative and contrastive discussions. These encounters will strengthen existing, as well as encourage new friendships, partnerships, and research networks. This is a wonderful opportunity for you to share your ideas, and discover new possibilities. We have so much to learn from each other, and I encourage your active participation throughout both the onsite and online elements of the conference.

In July of this year, and following an extensive survey of membership and advisers, the IAFOR International Academic Board introduced four themes to help guide and direct our conference programmes and generate research for the next five years (2025-2029). These are Technology and Artificial Intelligence; Humanity and Human Intelligence; Global Citizenship and Education for Peace; and Leadership. I would encourage you to view your own work as it relates to these themes, and also to consider your relationship with this conference not only as a single academic conference, but more widely within the global programme of IAFOR, past and future, and to engage and contribute as much as you can.

I would like to thank the many volunteers who help drive IAFOR, the International Academic Board, and our programme and review committees for their work in ensuring a rich, exciting, and provocative programme. Barcelona has been an important venue for IAFOR conferences since 2016, when Professor Sue Ballyn of the University of Barcelona helped land us in this city. Although now retired from the University, Sue has continued to be heavily involved with all aspects of the conference, and I would like to recognise this great and ongoing commitment.

Last but not least, I would like to thank you, from all around the world, for making the journey. I look forward to meeting you all.

Warmest regards,

Dr Joseph Haldane

Chairman & CEO, The International Academic Forum (IAFOR)

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



Become an IAFOR Member

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

In our current world where division and strife are often reinforced and played out in national and local contexts, and political posturing frequently seeks to ostracise and demonise, IAFOR is committed to working across cultural and national borders, and to work to bring people together through dialogue. We believe that mature human interaction and academic and cultural exchange are essential to offering positive versions of the future, where cooperation happens between individuals and institutions who share a commitment to listen, to reach out and bridge divides, and to contribute to good global citizenship, and to making the world a better place.

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

To learn more about IAFOR membership, please visit:

iafor.org/membership

BCE/BAMC2024

Key Statistics

Date of creation: September 29, 2024

international
intercultural
interdisciplinary

iafor

440

DELEGATES

FROM 68

COUNTRIES



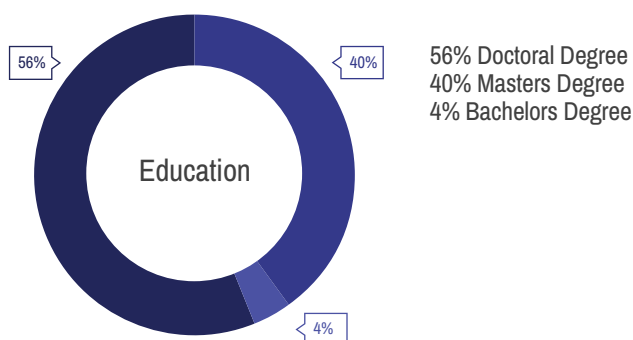
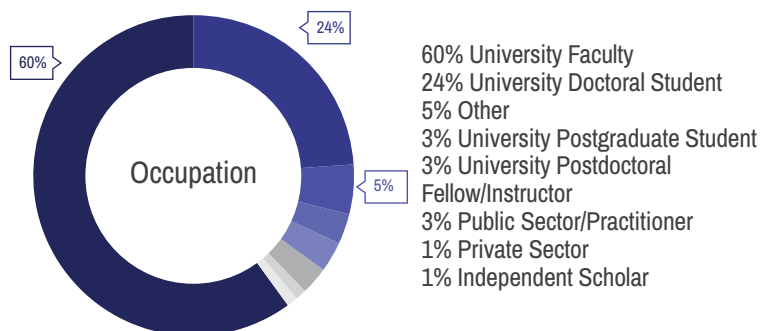
304
Onsite
Presentations



92
Online
Presentations

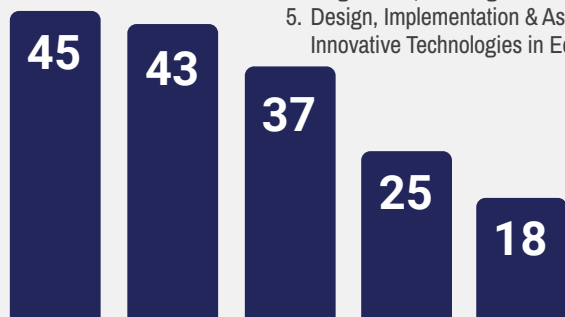


346
Institutions and
Organisations



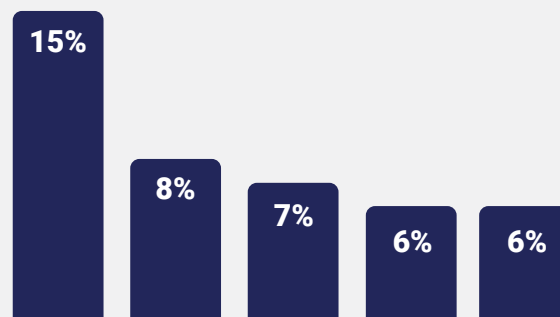
Top Streams

1. Higher Education (45)
2. Teaching Experiences, Pedagogy, Practice & Praxis (43)
3. Learning Experiences, Student Learning & Learner Diversity (37)
4. Foreign Languages Education & Applied Linguistics (including ESL/TESL/TEFL) (25)
5. Design, Implementation & Assessment of Innovative Technologies in Education (18)



Top Countries by Delegate Attendance

1. United States (15%)
2. India (8%)
3. United Kingdom (7%)
4. South Africa (6%)
5. Indonesia (6%)



396
Total
Presentations



182
Hours of
Content

Multiple Authored vs. Single Authored Submissions

54%

46%

international | intercultural | interdisciplinary

Inspiring Global Collaborations

Date of creation: September 29, 2024

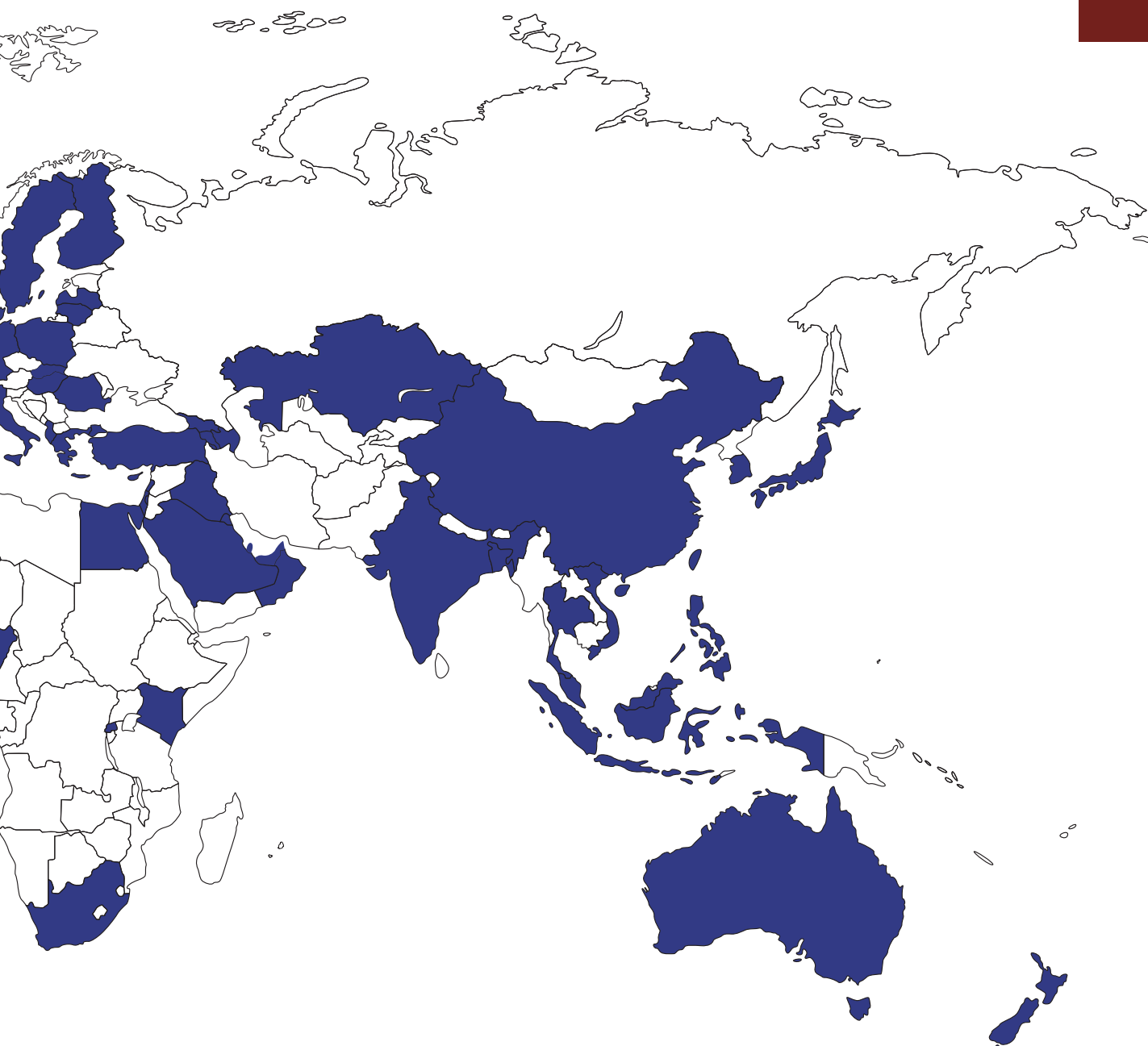


international intercultural interdisciplinary

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

BCE/BAMC2024 has attracted 440 delegates from 68 countries

United States	48	Finland	10	Sweden	6
India	27	Mexico	10	Taiwan	5
United Kingdom	24	Nigeria	10	Hong Kong	4
South Africa	21	Philippines	8	Slovakia	4
Indonesia	19	Romania	8	Argentina	3
Portugal	19	South Korea	8	Armenia	3
Canada	17	Chile	7	Colombia	3
Japan	17	Germany	7	Ecuador	3
Italy	14	Qatar	7	France	3
Brazil	13	Spain	7	Georgia	3
China	12	Thailand	7	Kuwait	3
Turkey	11	United Arab Emirates	7	Latvia	3



Lebanon	3	Hungary	2	Denmark	1
Netherlands	3	Israel	2	Egypt	1
New Zealand	3	Kazakhstan	2	Iraq	1
Oman	3	Malaysia	2	Jamaica	1
Palestine	3	Morocco	2	Kenya	1
Switzerland	3	Panama	2	Lithuania	1
Australia	2	Poland	2	Rwanda	1
Azerbaijan	2	Saudi Arabia	2	Venezuela	1
Bangladesh	2	Vietnam	2		
Belgium	2	Albania	1	Total Attendees	440
Ghana	2	Algeria	1	Total Onsite Presentations	304
Greece	2	Cyprus	1	Total Online Presentations	92
				Total Countries	68



IAFOR events are among the most **diverse** on earth

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

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



5,000+
Delegates



120+
Countries

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

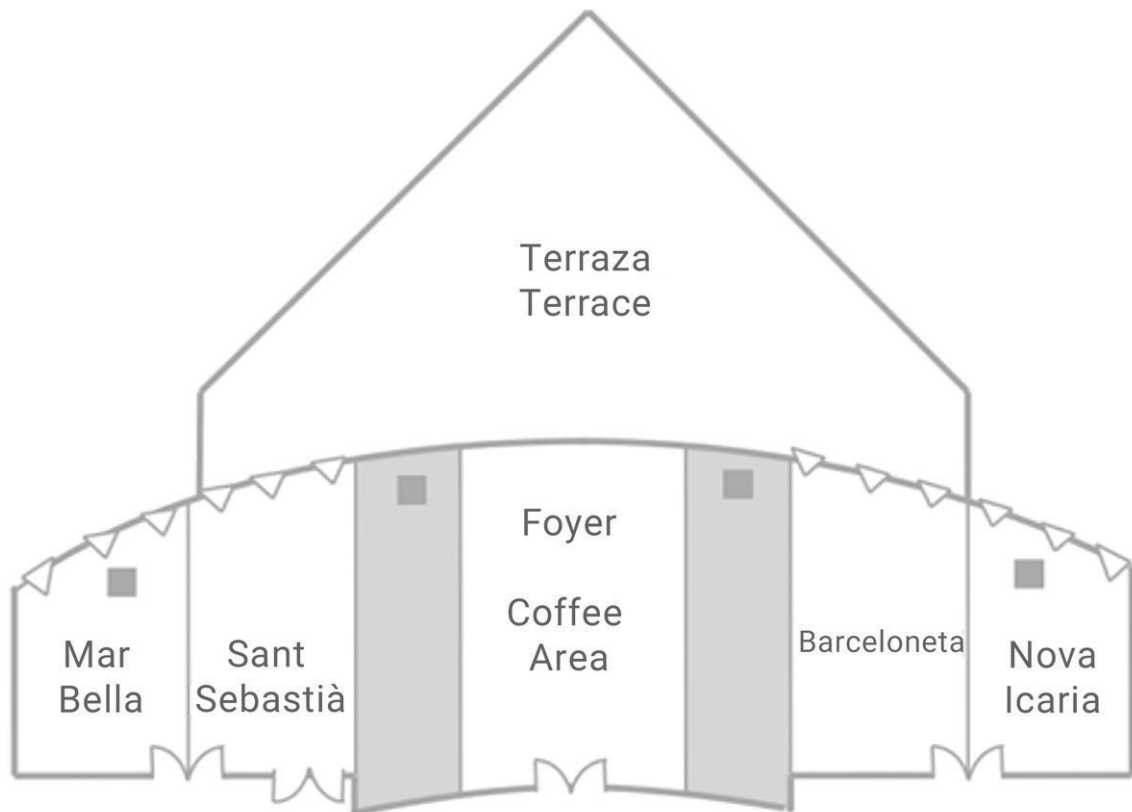
It is our greatest strength. Join us.



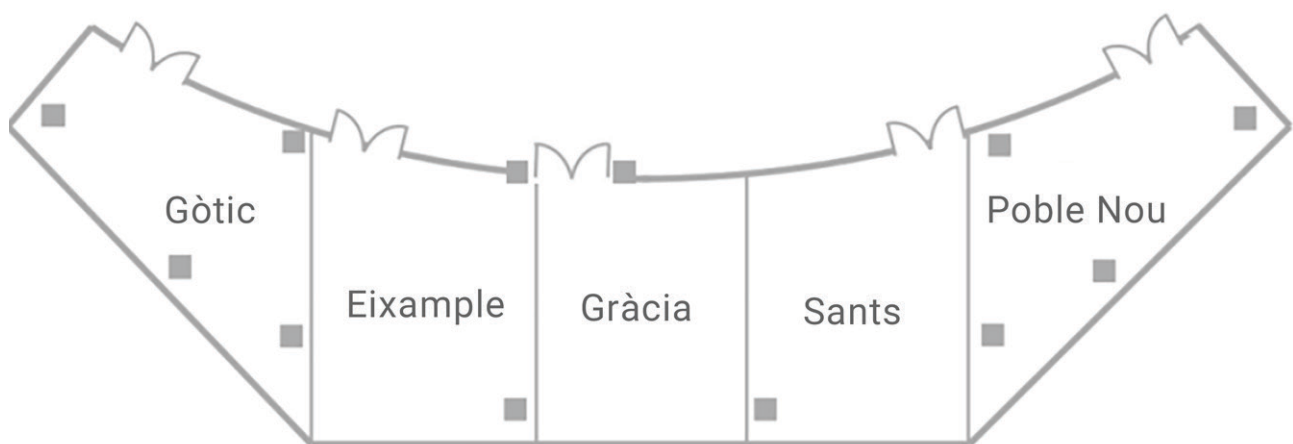
Conference Venue: Tuesday, November 12 to Friday, November 15

Hotel Barcelona Condal Mar Affiliated by Meliá

Address: Cristobal de Moura, 138, Barcelona



PLANTA 1º FLOOR
Street Level



PLANTA -1º FLOOR
Basement Level

Yokoso!

That's "welcome" in Japanese (*^_^*)♡

IAFOR Tokyo Conference Series

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

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

Abstract Submission Deadline: December 13, 2024

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Where will your ideas
take you next?

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



November 12 | All times are Central European Time (UTC+1) Tuesday at a Glance

Conference Venue: Hotel Barcelona Condal Mar

12:00-13:00 Pre-conference Check-in & Coffee | Gràcia Room (Basement Level)

13:00-13:15 Announcements | Gràcia Room (Basement Level)

13:15-13:55 **IAFOR Information Session**

IAFOR and Conference Publications Information Session

Melina Neophytou, The International Academic Forum (IAFOR), Japan

14:00-16:00 **Featured Workshop | Gràcia Room (Basement Level)**

*Communicating Knowledge Through the Wreckage of Disinformation:
An Exploratory Workshop*

Heitor Alvelos, University of Porto, Portugal

Susana Barreto, University of Porto, Portugal

16:00-16:15 Coffee Break

16:15-17:15 **Rumba Catalana Performance and Workshop | Gràcia Room (Basement Level)**

A Journey Through the History of the Catalan Rumba

Joan Delgado, The Raval's Band, Spain

Agustín Gálvez, The Raval's Band, Spain



November 13 | All times are Central European Time (UTC+1) Wednesday at a Glance

Conference Venues: TBS Education Barcelona & Hotel Barcelona Condal Mar

- 09:00-09:55 Conference Check-in & Coffee | 7F Auditorium (TBS Education Barcelona)
- 09:55-10:05 Welcome Announcements | 7F Auditorium (TBS Education Barcelona) & Online
- 10:05-10:30 Welcome Address & Recognition of IAFOR Scholarship Winners**
| 7F Auditorium (TBS Education Barcelona) & Online
Joseph Haldane, The International Academic Forum (IAFOR), Japan
Anne Boddington, IAFOR & Middlesex University, United Kingdom
- 10:35-11:00 Keynote Presentation | 7F Auditorium (TBS Education Barcelona) & Online**
The Horizon of our Common Cause: Narratives, Ideas and Conviviality
Baden Offord, Curtin University, Australia
- 11:00-11:10 Q&A Session
- 11:15-11:40 Keynote Presentation | 7F Auditorium (TBS Education Barcelona) & Online**
East Wind, West Wind: Intertextuality, Transculturality, and Temporal and Spatial (Re)creations in the Cinema of Miyazaki Hayao
Raúl Fortes-Guerrero, University of Valencia, Spain
- 11:40-11:50 Q&A Session
- 11:50-12:10 Conference Photograph
- 12:10-13:45 Lunch Break (lunch provided) | Mediterranean Restaurant (Hotel Barcelona Condal Mar)



November 13 | All times are Central European Time (UTC+1) Wednesday at a Glance

Conference Venues: TBS Education Barcelona & Hotel Barcelona Condal Mar

- 13:45-14:10** **Keynote Presentation | 7F Auditorium (TBS Education Barcelona) & Online**
Future-Focused Education through Critical Appreciative Dialogue
Yirga Gelaw Woldeyes, Centre for Human Rights Education, Curtin University, Australia
- 14:10-14:20** Q&A Session
- 14:25-15:25** **Panel Presentation | 7F Auditorium (TBS Education Barcelona) & Online**
Adult Education and Learning (AEL) in Spain: Challenges and Opportunities
Dolors Ortega Arévalo, University of Barcelona, Spain (Moderator)
Mercedes Molina, Valencian Community, Spain
Eva Martín Álvarez, Teacher Center of Aragón, Spain
Carme Martínez, Fem Pedagogia & Universitat Autònoma de Barcelona, Spain
Frederic Johnson Esteve, Valencian Community, Spain (not attending)
- 15:25-15:45** Coffee Break
- 15:45-16:45** **Forum Discussion | 7F Auditorium (TBS Education Barcelona) & Online**
Global Citizenship and Responsible Tourism
Donald E. Hall, Binghamton University, United States (Moderator)
Melina Neophytou, The International Academic Forum (IAFOR), Japan (Moderator)
- 17:00-18:00** Conference Poster Session & Welcome Reception
| Gràcia Room (Hotel Barcelona Condal Mar, Basement Level)
- 20:00-22:00** **Conference Dinner | Farga Beethoven**
This is a ticketed event



November 14 | All times are Central European Time (UTC+1) Thursday at a Glance

Conference Venue: Hotel Barcelona Condal Mar

08:30-09:00 Conference Check-in & Coffee | Hotel Barcelona Condal Mar Lobby (Ground Floor)

09:00-10:40 Onsite Parallel Session 1

- (1F) Barceloneta: BCE | Gender Issues in Education
- (1F) Mar Bella: BCE | Inclusive & Equitable Education
- (1F) Nova Icaria: BCE | Education & Difference: Special Education, Learning Difficulties & Disability
- (1F) Sant Sebastià: BCE | Creativity & Engagement in Higher Education (Workshops)
- (B1) Eixample: BCE | AI in Curriculum Design & Development
- (B1) Gòtic: BCE | Foreign Languages Education & Applied Linguistics (including ESL/TESL/TEFL)
- (B1) Gràcia: BAMC | Communication
- (B1) Poble Nou: BAMC | Education/Pedagogy
- (B1) Sants: BCE | Culture, Inter/Multiculturalism & Language

10:40-10:55 Coffee Break

10:55-12:10 Onsite Parallel Session 2

- (1F) Barceloneta: BCE | Sustainability of Higher Education Institutions
- (1F) Mar Bella: BCE | Educational Technologies in Practice
- (1F) Nova Icaria: BCE | Psychological Concerns in Education
- (1F) Sant Sebastià: BAMC | Ageing Studies (Workshop)
- (B1) Eixample: BCE | Online Education Experiences
- (B1) Gòtic: BCE | Foreign Languages Education & Applied Linguistics (including ESL/TESL/TEFL)
- (B1) Gràcia: BAMC | Media Studies
- (B1) Poble Nou: BAMC | Climate Change and Arts, Media, Culture
- (B1) Sants: BCE | Cultural Literacy & Pedagogy

12:10-13:10 Lunch Break (lunch provided) | Mediterranean Restaurant



November 14 | All times are Central European Time (UTC+1) Thursday at a Glance

Conference Venue: Hotel Barcelona Condal Mar

13:10-14:50 Onsite Parallel Session 3

(1F) Barceloneta: BCE | Teaching Experiences in International Education

(1F) Mar Bella: BCE | Inclusive Education

(1F) Nova Icaria: BCE | Education & Difference: Special Education, Learning Difficulties & Disability

(1F) Sant Sebastià: BCE | Inclusion & Social Justice in Higher Education (Workshops)

(B1) Eixample: BCE | AI & Digital Transformation in Higher Education

(B1) Gòtic: BCE | Teaching & Learning Strategies in Foreign Languages Education

(B1) Gràcia: BAMC | Media Studies

(B1) Poble Nou: BAMC | Education/Pedagogy

(B1) Sants: BCE | Employability & Entrepreneurial Education

14:50-15:05 Coffee Break

15:05-16:45 Onsite Parallel Session 4

(1F) Barceloneta: BCE | Distance Learning Experiences

(1F) Mar Bella: BCE | Inclusive, Equal, Equitable Education

(1F) Nova Icaria: BCE | Interdisciplinary & Multidisciplinary Research

(1F) Sant Sebastià: BAMC | Film Studies

(B1) Eixample: BCE | Applied Technology in Education

(B1) Gòtic: BCE | Foreign Languages Education & Applied Linguistics (including ESL/TESL/TEFL)

(B1) Gràcia: BAMC | Ethnicity, Difference, Identity

(B1) Poble Nou: BAMC | Education/Pedagogy

(B1) Sants: BAMC | Ageing & Discrimination

16:45-17:00 Coffee Break

17:00-18:15 Onsite Parallel Session 5

(1F) Sant Sebastià: BAMC | Communication & Culture

(B1) Gràcia: BAMC | Communication

(B1) Poble Nou: BAMC | Aesthetics & Design

(B1) Sants: BCE | International Education



November 15 | All times are Central European Time (UTC+1) Friday at a Glance

Conference Venue: Hotel Barcelona Condal Mar

08:30-09:00 Conference Check-in & Coffee | Hotel Barcelona Condal Mar Lobby (Ground Floor)

09:00-10:40 Onsite Parallel Session 1

(1F) Barceloneta: BCE | Mathematics Education
(1F) Mar Bella: BCE | Speaking Skills in Education
(1F) Nova Icaria: BAMC | Literature, Literary Studies and Theory
(1F) Sant Sebastià: BCE | Professional Training, Development & Concerns in Education
(B1) Eixample: BCE | Teaching & Learning Techniques
(B1) Gòtic: BCE | Educational Policy & Concerns
(B1) Gràcia: BCE | Online Teaching & Learning Experiences
(B1) Poble Nou: BCE | Work-Readiness Skills in Higher Education
(B1) Sants: BAMC | Visual Culture

10:40-10:55 Coffee Break

10:55-12:10 Onsite Parallel Session 2

(1F) Barceloneta: BCE | Mathematics Curricula & Pedagogy
(1F) Mar Bella: BCE | STEM Education
(1F) Nova Icaria: BAMC | Linguistics, Literature and Culture
(1F) Sant Sebastià: BAMC | Performing Arts Practices: Theatre, Dance, Music
(B1) Eixample: BCE | Teaching & Learning Experiences
(B1) Gòtic: BCE | Educational Policy, Leadership, Management & Administration
(B1) Gràcia: BCE | AI and Online Education
(B1) Poble Nou: BCE | Online Learning in Higher Education
(B1) Sants: BAMC | Arts Practices

12:10-13:10 Lunch Break (lunch provided) | Mediterranean Restaurant



November 15 | All times are Central European Time (UTC+1) Friday at a Glance

Conference Venue: Hotel Barcelona Condal Mar

13:10-14:50 Onsite Parallel Session 3

(1F) Barceloneta: BCE | Arts in Education

(1F) Mar Bella: BCE | Contemporary Issues in Education

(1F) Nova Icaria: BCE | Professional Training, Development & Concerns in Education

(1F) Sant Sebastià: BCE | Pedagogical Design & Academic Excellence

(B1) Eixample: BCE | Teaching & Learning Experiences in EFL

(B1) Gòtic: BCE | Educational Policy, Leadership, Management & Administration

(B1) Gràcia: BCE | AI in Foreign Language Education

(B1) Poble Nou: BCE | Higher Education

(B1) Sants: BAMC | Cultural Studies

14:50-15:05 Coffee Break

15:05-16:45 Onsite Parallel Session 4

(1F) Barceloneta: BCE | AI in Education

(1F) Mar Bella: BCE | Learning Experiences & Strategies

(1F) Nova Icaria: BAMC | Digital Humanities

(1F) Sant Sebastià: BCE | Curriculum Design & Development

(B1) Eixample: BCE | Teaching Experiences in Childhood Education

(B1) Gòtic: BCE | Inclusive & Equitable Education

(B1) Gràcia: BCE | Bi/Multilingual Learning

(B1) Poble Nou: BCE | Research Skills

(B1) Sants: BAMC | Cultural Studies

16:45-17:00 Closing Session | Gràcia Room (Basement Level)



November 16 | All times are Central European Time (UTC+1) Saturday at a Glance

Conference Venue: Online via Zoom

07:55-08:00 Message from IAFOR

08:00-09:40 Online Parallel Session 1

Live-Stream Room 1: BCE | Teaching Experiences, Pedagogy, Practice & Praxis

Live-Stream Room 2: BCE | Assessment Theories & Methodologies

Live-Stream Room 3: BAMC | Media Studies

09:40-09:50 Break

09:50-11:05 Online Parallel Session 2

Live-Stream Room 1: BCE | Adult, Lifelong & Distance Learning

Live-Stream Room 2: BCE | Professional Training, Development & Concerns in Education

Live-Stream Room 3: BAMC | Cultural Studies

11:05-11:15 Break

11:15-12:55 Online Parallel Session 3

Live-Stream Room 1: BCE | Learning Experiences, Student Learning & Learner Diversity

Live-Stream Room 2: BCE | AI in Education

Live-Stream Room 3: BAMC | Interdisciplinary Arts, Media, & Culture

12:55-13:05 Break

13:05-14:45 Online Parallel Session 4

Live-Stream Room 1: BCE | Higher Education

Live-Stream Room 2: BCE | Design, Implementation & Assessment of Innovative Technologies in Education

Live-Stream Room 3: BCE | Teaching & Learning Methodologies

14:45-14:50 Message from IAFOR



Conference Networking Events

Conference Dinner | Farga Beethoven

Join us for the Conference Dinner at Farga Beethoven, where you can relax, unwind, and get to know fellow delegates over an authentic Mediterranean meal. The Conference Dinner is the perfect opportunity for delegates to continue conversations sparked by the conference's opening plenaries in a more relaxed space, and form deeper connections within the IAFOR network over one of the most beloved vessels of intercultural exchange: good food paired with stimulating conversation.

Time & Date: Wednesday, November 13, 2024 | 20:00-22:00

Location: Farga Beethoven, Carrer de Beethoven, 11, 08021 Barcelona

Ticket Price: 85 EUR

This is a ticketed event. Only delegates with pre-purchased tickets are able to attend the Conference Dinner.

Welcome Reception | Gràcia Room (Hotel Barcelona Condal Mar)

Join fellow delegates for a drink or two at the conference Welcome Reception. This event provides a great opportunity for delegates to network and get to know each other. The event will be held at Gràcia Room (Hotel Barcelona Condal Mar, Basement Level).

Time & Date: Wednesday, November 13, 2024 | 17:00-18:00

Location: Gràcia Room (Hotel Barcelona Condal Mar, Basement Level)

Ticket Price: Free to attend

Admission is included in the conference registration fee and is only open to registered conference delegates and audience members



General Information

Check-in & Information Desk

You will be able to pick up your name badge at the Conference Check-in & Information Desk at the times listed below. If you have any questions or concerns, IAFOR staff and volunteers will happily assist you in any way they can.

Tuesday, November 12 | 12:00-16:30 - Hotel Barcelona Condal Mar Lobby (Ground Floor)

Wednesday, November 13 | 09:00-17:30 - 7F Auditorium (TBS Education Barcelona)

Thursday, November 14 | 08:30-17:30 - Hotel Barcelona Condal Mar Lobby (Ground Floor)

Friday, November 15 | 08:30-16:00 - Hotel Barcelona Condal Mar Lobby (Ground Floor)

Saturday, November 16 | No in-person check-in

Conference Schedule

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

Online Sessions

Be sure to join us online on **Saturday, November 16** for our live-stream presentation sessions.

Conference Survey

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



Schedule



Online Session Access



Conference Survey



General Information

Name Badges

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

Refreshment Breaks

A buffet lunch will be available on Wednesday, Thursday, and Friday at the **Mediterranean Restaurant** (130 pax) and Forum Area (70 pax) in Hotel Barcelona Condal Mar. Complimentary coffee, tea, water, and light snacks will be available during the scheduled coffee breaks.

Connecting to WiFi

Free WiFi for light use like reading emails and web browsing is available at the conference venues. Streaming video will not be possible. If your presentation includes video, please bring it on a file that can be played without an internet connection.

TBS Education Barcelona

Login: TBS-GUESTS

Password: HomeOfTomorrow2022

Hotel Barcelona Condal Mar

Login 1: MELIAEVENTS

Password 1: CONDALEVENTS

Login 2: BCN2024

Password 2: CONDAL

Photo/Recording Waiver

Human interaction through networking, and dissemination of this knowledge, is at the core of what IAFOR does as an academic research organisation, conference organiser and publisher. As part of the archiving of the conference event, IAFOR takes photos in and around the conference venue, and uses the photos to document the event. This also includes the filming of certain sessions. We consider this documentation important and it provides evidence of our activities to members, partners and stakeholders all over the world, as well as to current and potential attendees like you. Some of these photos will therefore appear online and in print, including on social media. The above are the legitimate interests of the organisation that we assert under the European Union law on General Data Protection Regulation (GDPR). Under this legislation, you have an absolute right to opt out of any photo. We are committed to protecting and respecting your privacy.

Read our full privacy policy – iafor.org/about/privacy-policy

Conference Proceedings

IAFOR Conference Proceedings are Open Access research repositories that act as permanent records of the research generated by IAFOR conferences. The Conference Proceedings are published on the IAFOR Research Archive (papers.iafor.org). All accepted authors who present at the conference may have their full paper published in the online Conference Proceedings. Full text submission is due by **Friday, December 13, 2024**, through the online system. The proceedings will be published on **Friday, January 24, 2025**.

Certification

Corresponding authors will be able to download Certificates of Presentation for all presenters by logging in to the submission page. Certificates of Presentation will be available from **Tuesday, November 26, 2024**. Session Chair certification, Certificates of Attendance, as well as reviewer certification, will be sent out by email in a PDF format after the conference.

Conference Catch-up

All Keynote Presentations and live-streamed sessions will be recorded and uploaded to the Conference Catch-up page (video-on-demand) via Vimeo. The catch-up page will be publicly available after the conference until **Monday, December 16, 2024**.

Pre-recorded Virtual Presentations & Virtual Poster Presentations

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



iafor.org/publications

IAFOR Journals

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

How are papers submitted?

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

How does IAFOR ensure academic integrity?

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

Where are the journals indexed?

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

What's the reach?

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

What's the cost?

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

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

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

Current IAFOR Journal titles include

IAFOR Journal of Arts & Humanities

IAFOR Journal of Cultural Studies (Scopus indexed)

IAFOR Journal of Education (Scopus indexed)

IAFOR Journal of Literature & Librarianship (Scopus indexed)

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

A full-page background image of the Eiffel Tower in Paris, France, illuminated at night. The tower's golden lights contrast with the deep blue twilight sky. The base of the tower and some Parisian buildings are visible at the bottom.

Ooh-La-La!

IAFOR Paris Conference Series

June 10-14, 2025 | Paris, France & Online

The 4th Paris Conference on Education (PCE2025)

The 4th Paris Conference on Arts & Humanities (PCAH2025)

Abstract Submission Deadline: March 14, 2025

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Academic Grant & Scholarship Recipients

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

BCE2024 Scholarship Recipients

Nidhi Chauhan (Oral Presentation)

84979 | *Revolutionizing Science Education: Global Policies for Academic Excellence*

Ms Nidhi Chauhan is an Academic Counsellor for the Anthropology programme at Indira Gandhi National Open University (IGNOU), India, and is currently pursuing her PhD from The National Institute of Science Communication and Policy Research (CSIR-NIScPR), India.

Anna Mantovani (Oral Presentation)

84943 | *Interlinguistic Complexities in the Tense and Aspect Acquisition of Italian Past Perfect: A Study on African Young Adults Learners*

Ms Anna Mantovani is a current PhD student at the University of Padua, Italy.

Popoola Oladipupo (Live-Stream Presentation)

83503 | *Viewing the Scientific Literacy of Students Under the 3-Empirical Lenses of Problem-Based, Argumentation-Based and Visualised-Case-Based Learning Instructional Strategies*

Mr Popoola Oladipupo is a Lecturer II at Obafemi Awolowo University, Nigeria. His current research focuses on the effectiveness of problem-based, argumentation-based, and visualised-case-based strategies to improve students' learning in the field of Biology.

BAMC2024 Scholarship Recipients

Joven Jalbuna (Virtual Presentation)

84128 | *Unveiling Valor: Local Resistance Movements Against Japanese Occupation in Siquijor*

Mr Joven Jalbuna is an Instructor at Siquijor State College, Philippines. His areas of interest include philosophy and history and he is currently conducting research on students' behaviour in class.

Noko Reagan Mojela (Oral Presentation)

85309 | *Challenging Norms: The Representation of a Gay Character and Toxic Masculinity in the South African Showmax Teen Telenovela "Youngins"*

Mr Noko Reagan Mojela is a Junior Lecturer of Media and Public Relations at The University of South Africa, Pretoria, South Africa.

Khabir Uddin (Live-Stream Presentation)

83190 | *A Study on Biographies of the Garo Community in Terms of Colonial Cultural Invasion and Modernity*

Mr Khabir Uddin is a postgraduate student at the Department of Bengali at Jagannath University, Dhaka, Bangladesh.

Groundbreaking Ideas

IAFOR Spring Conference Series in Tokyo

May 11–16, 2025 | Tokyo, Japan & Online

The 16th Asian Conference on Arts & Humanities (ACAH2025)

The 15th Asian Conference on Cultural Studies (ACCS2025)

The 16th Asian Conference on the Social Sciences (ACSS2025)

**Abstract Submission Deadline:
February 14, 2025**

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take you next?

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IAFOR Global Fellows 2024/2025

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

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

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

Hongmin Ahn, South Korea

Hongmin Ahn holds a Master of Theological Studies in Buddhism from Harvard Divinity School and a Bachelor of Arts in Religion from Bard College, United States. As an interdisciplinary scholar, Hongmin's research focuses on modern transnational Buddhism in Korea and Japan, exploring their history, culture, practices, gender dynamics, and institutions such as clerical marriage and the popularisation of Buddhism through military chaplaincy.

Azusa Iwane, Japan

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

Sheng-Hsiang Lance Peng, Taiwan

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

Shuqi Wang, China

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

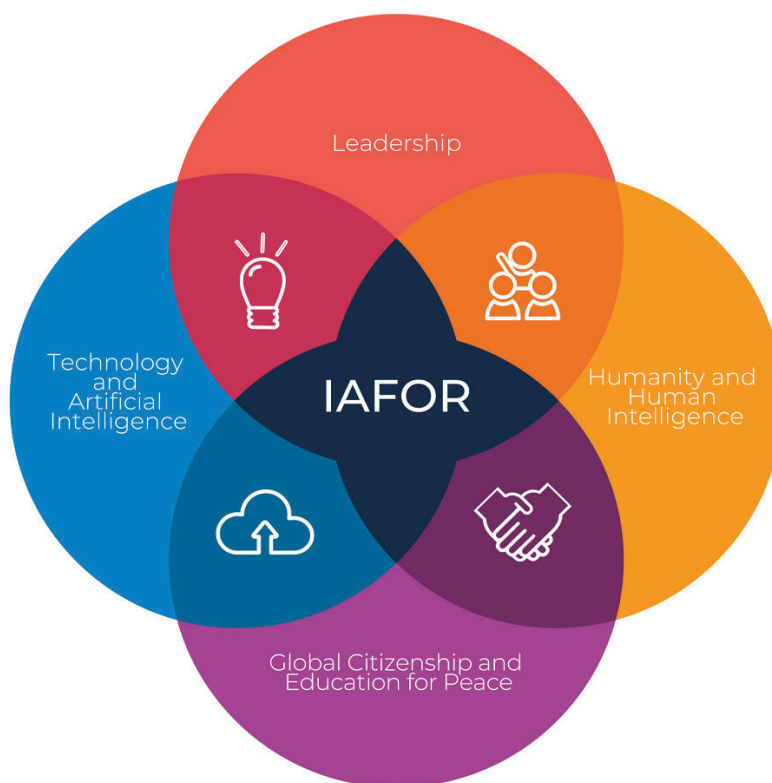
Yanhua Zhou, China

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

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

Introducing IAFOR's Conference Themes for 2025-2029

International | Intercultural | Interdisciplinary



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

1. Technology and Artificial Intelligence

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

2. Humanity and Human Intelligence

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

3. Global Citizenship and Education for Peace

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

4. Leadership

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

Conference Themes in Theory, Policy, and Practice

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

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



Think Big.

IAFOR London Conference Series

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

ECE/ECAH/EGen2025

The 13th European Conference on Education

The 13th European Conference on Arts & Humanities

The 5th European Conference on Aging & Gerontology

Abstract Submission Deadline: April 18, 2025

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Keynote & Featured Presentations

All times are 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 Workshop Presentation: Heitor Alvelos, Susana Barreto

Communicating Knowledge Through the Wreckage of Disinformation: An Exploratory Workshop

Tuesday, November 12 | 14:00-16:00 | Gràcia (Basement Level)

Led by the organising team of The University of Porto's Unexpected Media Lab, this workshop brings together the motto of the Lab's latest research project and the current, exponential concerns regarding an apparent dissolution of the trustworthiness of knowledge with significant segments of the global population. From science to politics, from health to history, there is an ongoing crisis in the reliability of facts, as well as the credibility of rigorous epistemologies.

The workshop proposes a hands-on, open-ended search for unorthodox approaches to counter these phenomena. Source materials (news, articles, memes, abstracts, AI-generated content, etc.) will be provided as starting points for participants to undergo an exploratory making of 'objects of anti-disinformation' during the workshop. These objects may end up being online platforms, just as they may end up being fanzine prototypes: the media may end up being the message, as we well know by now.

The action-based moments will alternate between a joint critical analysis towards the future writing of a paper submission on the subject and respective workshop experience. Delegates will gain renewed insights into current disinformation phenomena, and contribute to novel ways of acting on these, on civic, educational, and policy levels.



Heitor Alvelos

Heitor Alvelos is Full Professor of Design and Director of The ID+ Research Center at The University of Porto, Portugal, where he coordinates the Unexpected Media Lab. He currently serves as Vice-President of the European Academy of Design and is a Member of Academia Europaea and the European Science Foundation. Professor Alvelos has held prior posts in academic institutions throughout Portugal and internationally, including Course Director of the PhD in Design programme at The University of Porto from 2011 to 2024; Chairman of the Scientific Board (HSS) at The Foundation for Science and Technology from 2016 to 2022, Outreach Director for the Digital Media programme at The University of Austin Portugal

from 2010 to 2014, and Senior Tutor in the Drawing Studio at The Royal College of Art, United Kingdom, from 1999 to 2001. Heitor has coordinated a wide range of national and international research projects since 2007 and throughout his academic career, including curation of the *FuturePlaces Media Lab for Citizenship* from 2008 to 2017 with the University of Texas at Austin, United States, and the recent FCT/H2020 project *Anti-Amnesia: Design Research as an Agent for Narrative and Material Regeneration and Reinvention of Vanishing Portuguese Manufacturing Cultures and Techniques*.



Susana Barreto

Susana Barreto is a researcher at LUME, Unexpected Media Lab and Associate Professor of Design at the Faculty of Fine Arts, University of Porto, Portugal. In recent years, Professor Barreto has been involved in research projects focused on preserving specialised knowledge at risk of disappearance, specifically those embedded in the experiences of retired professors, artists, researchers, and practitioners in the arts, crafts, and design. Her research interests focus on the role of ethics in visual communication, design and crime, design culture, visual methodologies, and visual/history collections.



Rumba Catalana Performance & Workshop: Joan Delgado, Agustín Gálvez

A Journey Through the History of the Catalan Rumba

Tuesday, November 12 | 16:15-17:15 | Gràcia (Basement Level)

In the 1950s, the rumba catalana or Catalan rumba developed within the gypsy community of Barcelona out of the fusion of flamenco and other international musical styles. Today, some 75 years later, UNESCO is being asked to declare this popular foot-stepping rhythm as part of the Intangible Cultural Heritage of Humanity.

As we prepare for the UNESCO declaration, key questions must be explored to truly understand the art form. Who really developed the Catalan rumba? In what neighbourhood of Barcelona did it develop? What are the basic elements that characterise it? What makes it different from the Cuban and Flamenco rumbas? What is the famous *ventilador*, an essential feature of the rumba catalana? Barcelona guitarist Joan Delgado and vocalist Agustín Gálvez address these questions as they lead the audience through the origin and history of the rumba catalana in a participatory musical exploration of this fascinating rhythm, ever present at any popular festival in the region.

With only a guitar and two palms to clap, you need nothing more to set up a great shindig like Peret himself might have done.

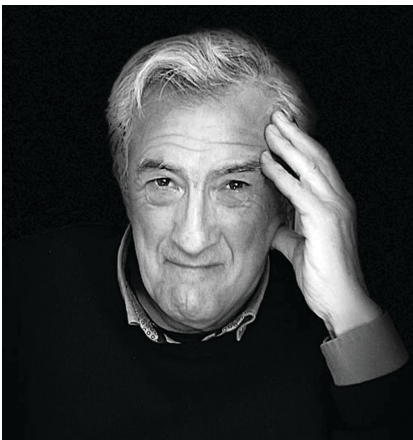


Joan Delgado

Guitarist Joan Delgado is an architect with a passion for music. He studied classical guitar from a young age, over time discovering the magic of the regional 'rumba catalana' sound and its 'ventilador'. From this moment on, his interest in the guitar shifted to that of an accompanist, blending his background in flamenco with specialised training in the Andalusian guitar.

Mr Delgado has been a constant feature of Barcelona's musical scene since 2010, accompanying musicians in various styles (including flamenco, rumba, bossa nova) and combining the rhythmic base of the solo guitar with traditional latin rhythms. He is known for his collaborations with Swiss-Mexican singer Raissa Avilés and more recently with Argentinian singer Dominique Maucci and French-Tunisian percussionist Narjess Saad.

In addition to his work as a guitarist, composer, and arranger in his rumba catalana band, International del Raval, Mr Delgado has honed his skills as a musician with courses in percussion (including cajón flamenco and palmas) and has played as a trombonist in the Raval's Band and the Txaranga de la Prospe.



Agustín Gálvez

Although musician-singer Agustín Gálvez was born in Bilbao, his family came from the region of Aragon in northeastern Spain. Mr Gálvez learned to play the traditional Aragonese bandurria when he was seven years old, performing in local groups throughout his youth. Although music has always been a part of his life, he began studying it seriously after he moved to Barcelona and transitioned from a competitive athletic career. He bought himself a tenor saxophone and began taking classes at the then-recently established Taller de Musics in Barcelona. He gradually added classes in *solfeo* at the Conservatory of Music and, given the quality

of his singing voice, was urged to study singing.

Although he trained as a lyric tenor, he always gravitated towards salsa – boleros, rumbas, huarache – while performing professionally with various bands. He is now part of three Big Jazz bands – The Raval's Band, L'EM Big Band, and the Bibandinou.

Keynote Presentation: Baden Offord

The Horizon of our Common Cause: Narratives, Ideas and Conviviality

Wednesday, November 13 | 10:35-11:00 | 7F Auditorium, TBS Education Barcelona

& Online

Humanity faces existential crises that cannot be ignored; perilous futures are at our door with civilizational and planetary integrity teetering. Democratic institutions are in chaos and technological disruption is dominant. Given this, what mindset and energies are now required to deal with the enormous complexity, scale, and implications posed by problems such as nuclear weapons, climate change, AI, epistemic violence, political impunity, widespread poverty, and cultural infallibility? By what means and with what intellectual and creative tools can we respond to these urgent matters about human society and its survival? Drawing on the best of what the humanities can offer in this critical context, this presentation will focus on a horizon that invokes (1) the urgent necessity to create new narratives of co-existence; (2) developing and enabling robust intellectual and creative spaces for the emergence of salient ideas; and (3) forming a collective common cause, framed through muscular, critical, but also humble, sensitised conviviality.



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.



Keynote Presentation: Raúl Fortes-Guerrero East Wind, West Wind: Intertextuality, Transculturality, and Temporal and Spatial (Re)creations in the Cinema of Miyazaki Hayao

Wednesday, November 13 | 11:15-11:40 | 7F Auditorium, TBS Education Barcelona

& Online

One of the most recognisable hallmarks of Hayao Miyazaki's cinema is its transculturality, visible in the unique blend of elements belonging to Eastern and Western cultural traditions. Such elements, spanning a wide range of disciplines and Subjects, highlight Miyazaki's intertextuality and combine to (re)create different spatio-temporal universes where fantasy meets reality: an invention in itself, as it is composed of fragments from different realities. Those universes then become magical reflections of the everyday world through which the filmmaker conveys messages or moral teachings easier to understand and accept. At the same time, however, they also become for Japanese audiences dimensions of the unknown, especially when they exhibit 'exotic' elements from European traditions; perfect for setting dark portraits of the uncertain future of humanity in them, initiatory journeys far from home and one's own culture, or laborious searches for legendary objects/places. Additionally, the aforementioned references to Europe – a Europe filtered through imagination – give a dreamed West back to us and prompts us to think about our own legacy, while the revision of Japanese history and culture breaks down some Japanese stereotypes and clichés, leading us and Japanese audiences alike to reconsider a lot of ideas about Japan. While portraying a reinterpreted historical past or a dystopian, post-apocalyptic future, Miyazaki's works also serve as parables of our current reality, making evident the changes in modern Japan, which go hand in hand with the great changes taking place around the globe today. Thus, his oeuvre serves as a paradigmatic example of anime's capacity to capture the complexity of our world today, perhaps even better than live-action films.



Raúl Fortes-Guerrero

Professor Fortes-Guerrero combines his work as a researcher and lecturer of Japanese language and culture at the University of Valencia's Area of East Asian Studies with his task as coordinator of the Asia and Oceania Committees at the university's International Observatory of Intangible Culture and Global Village (UVObserver-Intangible Heritage), linked to the UNESCO Chair for Development Studies. He received his BA in Audiovisual Communication, his BA in History of Art with Special Distinction, and his PhD Cum Laude and International Doctor Mention in History of Art from the University of Valencia, Spain. To this can be added his duties as a member of scientific committees of congresses (XIV Congreso Nacional y V Congreso Internacional de la Asociación de Estudios Japoneses en España), peer reviewer for scientific journals (*Mirai. Estudios Japoneses - Revistas Científicas Complutenses*), and exhibitions curator (*Hiroshige y su época. Visiones de la naturaleza en el arte japonés y chino del siglo XIX*).

His research achievements have awarded him two prestigious fellowships (Association of International Education, Japan; Spanish Ministry of Education and Science's National Teacher-Training Program), an Erasmus grant for teachers' mobility, and research posts at Waseda University, Japan; Birkbeck, University of London, United Kingdom; and the University of Ljubljana, Slovenia.

Professor Fortes-Guerrero has authored a number of articles, books, and book chapters, including , among them the most comprehensive monograph on Japanese filmmaker Hayao Miyazaki written in Spanish (*Hayao Miyazaki*, Akal, 2019) and a reference film guide for his praised movie *Spirited Away* ("*El viaje de Chihiro*". Hayao Miyazaki (2001), Nau Llibres/Octaedro, 2011). He has also served as a translator for the reference journals "L'Atalante" – Revista de Estudios Cinematográficos and Hojas en la acera – Gaceta trimestral de haiku. He also publishes his tanka poems monthly in Kokoro no Hana, a renowned literary magazine published by the Japanese poetry society, Chikuhaku-kai.

Keynote Presentation: Yirga Gelaw Woldeyes

Future-Focused Education Through Critical Appreciative Dialogue

Wednesday, November 13 | 13:45-14:10 | 7F Auditorium, TBS Education Barcelona
& Online

As our world faces complex challenges and boundless opportunities at the same time, education plays a key role in the emergence of just and sustainable futures. This paper proposes Critical Appreciative Dialogue (CAD) as a basis for developing future focused pedagogical practices. In this paper, being “critical” means seeking to liberate life from its confinement by dominant power structures and to resist the epistemic violence that invalidates diverse ways of knowing and becoming. To be “appreciative” means to inquire into life’s survivability; to name its values, potentials, and demands. Being critical of the totalising effects of power and appreciative of the survivability of life, CAD presents future focused education as a decolonial and pluriversal dialogue. This paper is informed by more than ten years of research and teaching at the Centre for Human Rights Education, Curtin University, Western Australia. At the Centre, we invite individuals that have rich lived experiences and scholars from diverse cultural and religious worlds to engage in dialogue with our students. Taking classroom encounters as important opportunities for engaging in the everyday questions and challenges of existence, we identify key pedagogical lessons that could guide the future of education as an inclusive, reflexive, dynamic, and contextually relevant field that responds to the memories and aspirations of multiple cultural worlds as well as to the ethical demands of our time and the future. CAD is informed by these unique pedagogical encounters, as well as research from the Global South, Grassroots Movements, and Minoritized Communities.



Yirga Gelaw Woldeyes

Yirga Gelaw Woldeyes is a researcher, writer, and poet from Lalibela, Ethiopia. He currently lives in Whadjuk Noongar Boodja (Perth, Western Australia), where he is a Senior Lecturer at the Centre for Human Rights Education, Curtin University, Australia. Drawing from the history, philosophy, and experiences of marginalised people, Dr Woldeyes contributes critical insights for reimagining the future and addressing epistemic and racial injustices. He researches African experience and Ethiopian traditions and writes creatively on diasporic lives and belonging. His research in education focuses on applying critical pedagogy and indigenous knowledges for transformative

learning. Dr Woldeyes has won various university awards for Excellence and Innovation in Teaching. 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 co-edited (with Offord, Fleay, Hartley and Chan) *Activating Cultural and Social Change: The Pedagogies of Human Rights* (London: Routledge, 2022). Currently, Dr Woldeyes is one of the chief investigators in a new Australian Research Council funded discovery project titled Roads to the Future: Infrastructure and new Development in Africa.



Panel Presentation: Dolors Ortega Arévalo, Mercedes Molina, Eva Martín Álvarez, Carme Martínez, Frederic Johnson Esteve*

Adult Education and Learning (AEL) in Spain: Challenges and Opportunities

Wednesday, November 13 | 14:25-15:25 | 7F Auditorium, TBS Education Barcelona

& Online

International and national public policy debates emphasise the role of adult education and learning (AEL) as a crucial part of lifelong learning and personal, societal, and economic development (Council of the European Union, 2021; UNESCO & UIL, 2016). However, there is no consensus in understanding or defining what adult education should embrace and consist of.

This panel will explore the local realities and great challenges of AEL in Spain, which follows a decentralised pattern, as the state transfers responsibilities for policy implementation and funding distribution to the 17 autonomous communities (ACs) and two cities (OECD, 2018). While the Spanish Constitution indicates that all public authorities should promote every citizen's right to education and training, it does not define lifelong learning, nor adult education. The distribution of responsibilities regarding adult education and learning takes place across three different levels: the state level, the 17 ACs, and municipalities.

The discussion will analyse the main differences and specificities of AEL policies in different ACs in Spain so as to evaluate to what extent there has been a general tendency to inscribe AEL in an economy-oriented EU Lifelong Learning (LLL) paradigm against more popular, people-driven and community-based agendas. The aim of this panel is to counterpoise UE LLL productivist and neoliberal undertones to an AEL approach which prioritises collective, communal aspects of learning, projecting an image of participatory citizenship at odds with the atomised versions prevalent today.

** Frederic Johnson Esteve is a co-author and has contributed significantly to this research, albeit being unable to present at the conference.*



Dolores Ortega Arévalo

Dr Dolores Ortega Arévalo has been a lecturer of Literature in English at the University of Barcelona, Spain since the year 2010, teaching courses focused on Contemporary Fiction in English, Modernist and Postmodernist Literature in English, Medieval Literature, North American Contemporary Fiction, Shakespeare and Postcolonial Literatures, both at undergraduate and postgraduate levels. She received her PhD from the University of Barcelona and she was awarded the European Doctorate Mention for her thesis "Deterritorialising Patriarchal Binary Oppositions: Deleuze, Woolf, Masculinities and Film Adaptation", after a year as a Visiting Doctoral Researcher under the supervision of Dr Humm

at the University of East London, United Kingdom. Her research has focused mainly on Modernist writers, Gender Studies, Contemporary British Fiction, Film Adaptations, Postcolonial Literatures and the Philosophy of Gilles Deleuze and Félix Guattari. She has most recently been working on transnationalisms and hybridity and has published the prologue and only authorised annotated Spanish translation of F.S. Fitzgerald's *The Last Tycoon* (2014) as well as the prologue of F.S. Fitzgerald's *Cuentos Rebeldes* (2018). She is a member of the consolidated research group Ratnakara with its current project "Rhizomatic Communities: Myths of Belonging in the Indian Ocean World," funded by the Spanish Ministry of Economy and Competitiveness (PGC2018-095648-B-I00). She has been a member of the academic committee of the MA "Construcció i Representació d'Estudis Anglesos" of "Facultat Filologia i Comunicació de la Universitat de Barcelona", and is currently a member of the executive committee of "Centre d'Estudis Australians i Transnacionals (CEAT)" and the Head of Studies of CFA Rius i Taulet School for Adults in Barcelona.



Mercedes Molina

Mercedes Molina received a degree in Philosophy and Literature specialising in English Philology from The University of Alicante University, Spain, in 1997. After earning her degree, she served as a contract teacher in secondary education in public high schools in the Balearic Islands from 2001 to 2005. In 2005, Ms Molina continued her teaching dedication within the Valencian community as a contract teacher in public adult schools in various cities within the Alicante province of Spain, including Novelda, Petrer, and in Alicante City. She primarily taught languages, including Spanish, Valencian, and English at different levels.

In 2007, she passed the exam for secondary school teaching and became a state civil servant and took up a permanent position as an adult educator in the communicative field (Valencian, Spanish, and English) at the Adults School Center (CFPA) in San Vicent del Raspeig, Alicante, Spain. She currently serves as the headmaster of the Center, a position she has held since 2014.



Eva Martín Álvarez

Eva Martín Álvarez is a graduate in Foreign Language Teaching and Speech Therapy. Her career has always been in public education, starting in 2005 with home and hospital care. She has worked in various classroom settings as a primary school teacher, mostly in rural schools, and served as the director of an educational innovation centre for four years. She has spent eight years at CPEPA Cella as an adult education teacher and is currently working at a teacher training centre, coordinating various Erasmus+ projects among other roles. Additionally, she has served as the Aragonese Ambassador of EPALE (Electronic Platform for Adult Education in Europe) since 2020.



Carme Martínez

Dr Carme Martínez-Roca is Founder and Director of the Foundation Fem Pedagogia, an NPO aimed at generating learning opportunities for personal fulfilment, social equity and environmental sustainability. She is also an Associate Lecturer at the Universitat Autònoma de Barcelona, Spain, where she received her doctorate degree for her thesis on Guidance, competence development and reduction of structural factors for employment. She lectures and is an expert on Educational Guidance. Dr Martínez-Roca has developed programs addressing personal, interpersonal, and structural barriers for academic and professional success in Copenhagen, Denmark

Johannesburg, South Africa; and Barcelona, Spain. She has worked extensively with adult basic education centres, secondary education centres, municipalities, supra-municipal bodies, and international organisations such as UNESCO, PNUMA, and The Red Cross. Her recent publications in English are *GPS to a better future: career guidance for social justice in Catalonia's adult learning centres* (2019), *Career guidance for emancipation. Reclaiming justice for the multitude* (2017), and the chapter "Guidance in Catalan Secondary Education" in *Career Guidance and Livelihood Planning across the Mediterranean. Challenging Transitions in South Europe and the MENA Region* (2017).



The Forum: Global Citizenship and Responsible Tourism

Moderators: Donald E. Hall and Melina Neophytou

**Wednesday, November 13 | 15:45-16:45 | 7F Auditorium, TBS Education Barcelona
& Online**

The Forum, an ongoing open-dialogue session, provides a plenary platform for international, intercultural, interdisciplinary, and inclusive discussions. Designed to engage delegates with international perspectives on current issues, all conference attendees are encouraged to participate and contribute to The Forum.

Join in this session to discuss and share insights with delegates from all over the world about Global Citizenship and Responsible Tourism, which can be intimately felt within our host city, Barcelona.

Barcelona and other seaside towns like Palma de Mallorca and Málaga are seeing a rise in city-wide protests against mass tourism. Discontented activists are sending the message for tourists to 'go home', arguing that mass tourism, and especially the rise of short-term rentals through services such as Airbnb, is driving up housing costs and leading to residents being unable to afford life in the city centre. The problem of mass tourism extends to other European cities as well, with Venice, for example, suffering from cruise ship day-trippers, who visit the city for a few hours and don't contribute to the local economy. While the hospitality sector profits, locals feel the negative impacts, such as aggression and disrespect from tourists, without seeing significant benefits.

These negative sentiments around sustainability and quality of life provoke us to reexamine the commodification of tourism within a consumerist framework. Historically, the purpose of travelling was to expand knowledge, foster multicultural understanding, and enhance international cooperation. Capitalism has altered this definition, while social media has further exacerbated these issues: the role of travel influencers in creating hype around 'Instagrammable' spots, for example, leads us to question whether travelling has more to offer than accumulating likes and subscribers.

This prompts a critical discussion on the potential of responsible tourism to promote global citizenship. Can tourism be reimagined not just as an economic activity but as a transformative process that cultivates global awareness and responsibility? How can we ensure that tourists act as global citizens, rather than merely as representatives of their own countries? What is the role of education, the arts, and media in this reimagined context? Finally, how can tourists give back to the local communities of the countries they travel to? Explore these questions and more at The Forum.

Introducing the IAFOR Research Centre at Osaka University, Japan

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

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

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



THE IAFOR RESEARCH CENTRE
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OSAKA UNIVERSITY

大阪大学大学院国際公共政策研究科OSIPP
IAFOR研究センター





Wednesday, November 13

**17:00-18:00 | Gràcia Room (Hotel Barcelona Condal Mar, B1F)
Wednesday Poster Session**

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

17:00-18:00 | Gràcia Room (Hotel Barcelona Condal Mar, B1F)

Wednesday Poster Session

Architecture and Urban Studies/Design

86763 | *Mapping as a Medium to Re-imagine Ankara with Unlost Tumuli – Ankara with Tumuli?*

Hatice Hilal Topuz, Middle East Technical University, Turkey

Ela Alanyali Aral, Middle East Technical University, Turkey

Sinan Cem Kizil, Middle East Technical University, Turkey

In the city of Ankara, which is known to have been founded by the Phrygians in the 8th century BC, there are monumental tombs called tumulus – an element of the Phrygian burial tradition – located on natural heights in the north and west of the city following the streams. These tumuli serving also as landmarks began to disappear one by one during the urbanization of Ankara since the 1950s (Alanyali Aral, 2017). This research aimed to integrate these invisible landmarks with the contemporary city and enable citizens to notice and experience them. In this regard, the methods of this research were first to portray today's Ankara with tumuli and the Phrygian settlement, Roman roads and milestones, streams, and topography with which tumuli are associated; then to reveal their current situations, problems, and potentials; and finally to propose possible interventions to make them visible again, using creative mapping techniques – layering and drift. To attract the attention of locals/tourists and raise awareness about these lost historical values, this study focused on the western tumuli of Ankara due to their proximity to the city center and the current city landmarks. By overlapping western tumuli and their related areas expressed in layers, an experiential route was determined to explore Ankara with tumuli. The positive/negative aspects that were uncovered while experiencing this route by walking and using public transportation, and the interventions proposed accordingly were integrated into the map as new layers, resulting in an intriguing, informative, and suggestive mapping study.

Education / Pedagogy

88019 | *The Relevance of Training in Scientific Research: Preparing Future Academic Researchers*

Elisa Mendoza, University of Panama, Panama

Gabriel Barsallo, University of Panama, Panama

Understanding how to do research is becoming more and more important in both academia and society at large as it is critical to have universal standards, strong ethical foundations, transparent procedures for analyzing data, and a societal commitment to address issues or needs that have an impact on the general public. Thus, one of the goals of the study on the factors that encourage and dissuade teachers from conducting academic and scientific research was to understand the dynamics of university faculty and their research performance in relation to their academic background, motivation, and other factors. This study used a quantitative descriptive methodology, and the sample consisted of 921 academics from the official sector. About 18% of university professors reported that they had taken courses on scientific research but do not devote time to it, despite 22.48% of them saying that they do not undertake research. However, 68% of respondents said they conduct research at least once a year. The results prompt consideration on the need of reinforcing the abilities of both students and university faculty by introducing courses and curricular activities, professional internships, and even contests designed to foster the advancement of scientific inquiry. In light of the daily, rapid advancements in science and technology, academic and scientific research is acknowledged as a tool that produces information, innovation, and paradigm shifts for the good of society and the sustainability of education.

Assessment Theories & Methodologies

87947 | *Towards an Evaluation of the Spatial Literacy*

Clarisse Lequeu, University of Mons, Belgium

Romain Beauset, University of Mons, Belgium

Natacha Duroisin, University of Mons, Belgium

Where is the main character of the story? What objects are around him? These questions can emerge in the minds of readers led to read a passage containing a description of the place, the environment. These different questions call for spatial notions that are often useful in the global understanding of history and in the ability to project oneself into it. There is no tool to evaluate this concept of spatial literacy, defined by Moore-Russo et al. (2013) like 3 domains: visualization, reasoning about the relationship and communication of spatial object, necessary for understanding these elements. In this research, a protocol inspired by Gallina and Lautrey (2000) is used to evaluate spatial literacy. This protocol contains different steps: proofs of memory and drawing (sort by categories according to the general shape of the drawing, number of landmarks and their order), true or false and multiple choice questionnaires. The experiment was conducted on a group of 67 children aged between 8 and 12 years ($m = 9,76$; $\sigma = 1,19$), belonging to the 3rd, 4th, 5th and 6th grades. The main result is that the comprehension ability of a text, which was evaluated via the L4 subtest of the ORLEC, correlates with the quality of the drawing produced to represent the course and plan that are described in the story. This correlation between the graphic proof and the ability to understand allows us to providing clues for the development of a tool to assess spatial literacy.

17:00-18:00 | Gràcia Room (Hotel Barcelona Condal Mar, B1F)

Wednesday Poster Session

83323 | *Factorial Analysis of the Revised Entrepreneurship Qualities Questionnaire*
Eric Yergeau, Université de Sherbrooke, Canada

Entrepreneurs are more than ever very important economic actors in all societies. In many countries such as Canada, governments are mobilizing school curricula to include activities aimed to develop entrepreneurship competencies in high school students. However, there is no clear data on the actual level of these competencies among high school students and adults as well (Yergeau & Gingras, 2023). Accordingly, there is also few instruments intended to evaluate dimensions of entrepreneurship. This study examines the factorial solution of a modified version of an open online instrument aiming at measuring entrepreneurship qualities. The original Entrepreneurship Qualities Questionnaire (EQQ, L'Heureux et al., 2000) contains 59 items grouped in 6 continuous scales (Commitment, Motivation, Result-oriented, Creativity, Self-competition, Leadership) and a Total score. The EQQ 2.0 is an updated version based on previous work showing some items factor loadings were problematic in the original factorial solution (Yergeau, Busque-Carrier, Gingras & Lépine, 2023). A sample of 5527 high school students and n=5309 adults from the province of Québec have answered the EQQ between 2013 and 2023. An exploratory structural equation modeling within confirmatory factor analysis (EwC) was used to assess the second-order factor structure used by the EQQ 2.0. EwC mostly replicated the novel four first-order and one second-order factor structure. Results were validated with a subsample. Overall, these findings support the utility of the EQQ 2.0 to assess entrepreneurship qualities.

83581 | *Differential Outcomes in Multimodal Learning: The Role of Assessment Techniques*
Brian Mathias, University of Aberdeen, United Kingdom

Multimodal learning strategies can benefit educational outcomes across a variety of domains, from reading to mathematics. This study compared effects of two multimodal strategies on the learning of second language (L2) vocabulary, focusing on whether multimodal advantages are influenced by the presence of associative memory cues during assessment. Participants learned concrete and abstract L2 words and their English (L1) translations under three conditions: listening only, listening while viewing related pictures, or listening while performing related gestures. Following learning, they completed both cued recall (L1-L2 and L2-L1 translation) and free recall assessments. Words learned with pictures or gestures were remembered better than words learned by listening only, with cued recall accuracy showing a greater multimodal learning advantage than free recall accuracy. Effects were consistent across both word types. The findings underscore the effectiveness of multimodal encoding in enhancing learning, even for abstract content. The discrepancy between cued and free recall outcomes suggests that cues present at test can boost multimodal advantages, consistent with several theories of multimodal learning benefits in education.

Challenging & Preserving: Culture, Inter/Multiculturalism & Language

85846 | *Dynamics of National Identity Among Students in the Indonesia-Malaysia Border Region in Entikong, West Kalimantan: Decolonization, Rationality, and Kinship Ties in the Context of Transnationalism*
Dasim Budimansyah, Indonesia University of Education, Indonesia

The issue of identity has become a hot topic at the Indonesia-Malaysia border, especially amidst the culture of transnationalism. Students in the border region of Indonesia-Malaysia in Entikong, West Kalimantan, Indonesia, face challenges in forming a national identity influenced by decolonization and rationality in choosing citizenship. Kinship ties and ancestral land are the main drivers in their decision-making process. This research employs a qualitative ethnographic approach and has been ongoing for over five years. Initial findings indicate that transnational culture influences students in identifying and formulating their national identity. Civic Education teachers play a crucial role in this process, helping students understand and navigate the dynamics of national identity amidst cross-border cultural influences. This study shows that the formation of national citizenship identity is influenced by rationality, kinship ties, and decolonization. Through in-depth interviews and participatory observation, this research provides profound insights into how students in border areas face challenges and opportunities in shaping national identity and nationalism. The results of this study are expected to contribute to a deeper understanding of identity dynamics in border regions and the role of civic education in the context of transnationalism.

Curriculum Design & Development

87807 | *Designing Math Problems for Primary Education: A Comparison of Outdoor Mathematics and National Testing*
Valéria Švecová, Constantine the Philosopher University in Nitra, Slovakia
Veronika Bočková, Constantine the Philosopher University in Nitra, Slovakia

In the contribution, we focus on the process of creating math problems for pupils of all grades of primary schools. We focus on comparison math problems created with different trend, namely math problems designed for outdoor mathematics and math problems designed for national wide testing. Outdoor mathematics is implemented by a math trail, during which pupils can discover and solve math problems. These can be standard or non-standard, directly connected to real objects, which allows to see the use of mathematics in the real world. Math problems are created and solved in the application Math City Map. The national mathematics tests are intended for pupils in the 3rd, 5th and 8th grades of primary schools. Math problems are created on the base of the theoretical framework and Bloom's taxonomy. They are part of the compiled criteria tests. Math problems determine the level of mathematical literacy and are in paper form. We state necessary conditions for creating math problem in both cases. We created separated math tasks in cooperation with students - future mathematics teachers and real mathematics teachers. In the contribution, we also focus on the evaluation of separated tasks from math trails as well as criteria tests, and we focus in more detail on the analysis of pupil's solutions to selected math problems.

17:00-18:00 | Gràcia Room (Hotel Barcelona Condal Mar, B1F)

Wednesday Poster Session

Design, Implementation & Assessment of Innovative Technologies in Education

86021 | *Inclusive Educational Practices of Teaching-Learning Through Assistive Technology in the School Context*

Eliene Guimarães Moreira, Universidade Federal do Espírito Santo, Brazil

Douglas Christian Ferrari de Melo, UNiversidade Federal do Espírito Santo, Brazil

Mirian Esteiner Costa, Universidade Federal do Espírito Santo, Brazil

Rossana Dias Oliveira, Universidade Federal do Espírito Santo - UFES, Brazil

Daniella Augusta Munerat Sesana, Universidade Federal do Espírito Santo - UFES, Brazil

This research investigates the application of the TiX Literacy Educational Program in inclusive educational practices with students with disabilities, in the school environment. The research is carried out in a Municipal School in Vitória-ES. The program offers educational platforms and an intelligent assistive keyboard, replacing the conventional keyboard and mouse. The specific objectives consist of: analyzing the mediation of Assistive Technology with the inclusive curriculum; discuss the importance of inclusion and the role of Assistive Technology in the educational process; carry out training with TiX Line products and platforms, which will allow the practical dissemination of this knowledge. As a theoretical reference, the concepts idealized by Vygotsky are explored, when he addresses the theory of mediation, its symbols, signs and meanings, in addition to the foundations of defectology, and other contributions within the scope of historical-cultural theory for pedagogical work with students with disability, as well as other authors relevant to the topic. As a methodology, bibliographical and documentary research and a case study based on participant observation are used. The aim is to use field diaries, interviews, direct observations and other techniques with teachers as data production instruments, in order to provide a broad view of the case. As a result, it is expected that this research will contribute to the field of Assistive Technology in inclusive Special Education, paving paths that involve the use of TiX Letramento.

84964 | *DK-PRACTICE: An Intelligent Educational Platform for Personalized Learning Content Recommendations Based on Students Knowledge State*

Marina Delianidi, International Hellenic University, Greece

Konstantinos Diamantaras, International Hellenic University, Greece

Ioannis Moras, International Hellenic University, Greece

Antonis Sidiropoulos, International Hellenic University, Greece

This study introduces DK-PRACTICE (Dynamic Knowledge Prediction and Educational Content Recommendation System), an intelligent online platform that leverages machine learning to provide personalized learning recommendations based on student knowledge state. Students participate in a short, adaptive assessment using the question-and-answer method regarding key concepts in a specific knowledge domain. The system dynamically selects the next question for each student based on the correctness and accuracy of their previous answers. After the test is completed, DK-PRACTICE analyzes students' interaction history to recommend learning materials to empower the student's knowledge state in identified knowledge gaps. Both question selection and learning material recommendations are based on machine learning models trained using anonymized data from a real learning environment. To promote self-assessment and monitor learning progress, DK-PRACTICE allows students to take two tests: one pre-teaching and one post-teaching. After each test, a report is generated with detailed results. In addition, the platform offers functions to visualize learning progress based on recorded test statistics. DK-PRACTICE promotes adaptive and personalized learning by empowering students with self-assessment capabilities and providing instructors with valuable information about students' knowledge levels.

Education & Difference:

Gifted Education, Special Education, Learning Difficulties & Disability

86122 | *Collaborative Work at School as a Demedicalization Tool*

Mirian Esteiner Costa, Universidade Federal do Espírito Santo- UFES, Brazil

Daniella Augusta Munerat Sesana, Universidade Federal do Espírito Santo-UFES, Brazil

Rossana Dias Oliveira, Universidade Federal do Espírito Santo-UFES, Brazil

Eliene Guimarães Moreira, Universidade Federal do Espírito Santo-UFES, Brazil

Jair Ronchi Filho, Universidade Federal do Espírito Santo-UFES, Brazil

This research seeks to analyze the collaborative work between the Specialized Educational Service teacher and the regular classroom teacher from a demedicalizing perspective. Its general objective is to analyze how collaborative work can contribute to the production of possible demedicalizing/depathologizing practices in the school context. For theoretical references, there are Collares and Moysés (1996), Capellini (2005), Zanata (2005), Mendes, Viralonga and Zerbato (2022), Caliman (2016), Vigotski (2021) and Illich (1975). It has a Qualitative approach as a Case Study from a Cartographic perspective. The instruments comprise Observation/Intervention with records in Field Diary and Interviews. In relation to the Participants of the research, these will be composed of the Management Team, teachers from the 1st to 5th year classes, 6 (six) public student of special education and their guardians and the Specialized Educational Service teacher (the researcher in loco) and the data will be analyzed through the analysis of the content produced in the course of the research. The result of the research will be taken as a reference for the production of educational material through photos, records and activities that will contribute to learning for everyone involved in the process of inventing/producing a demedicalizing praxis.

17:00-18:00 | Gràcia Room (Hotel Barcelona Condal Mar, B1F)

Wednesday Poster Session

85426 | *Incompetent Inclusion: Special Education Without Representation: Study of Special Educator Perceptions of Building Principals*
Suzanne Gikas, Hamline University, United States

Teacher attrition, especially in special education, may be the most prominent issue in the teaching profession today. The current dearth of special education teachers in the US has resulted in unqualified, unprepared educators on temporary licenses entering the field in violation of the key principles of the Individuals with Disabilities Education Act. A recent midwestern state Supply and Demand Report indicates that teacher attrition accounts for nearly $\frac{1}{3}$ of teachers leaving the field within their first 5 years. Extant research demonstrates a clear link between special education teacher attrition and administrative support. In a two-phase study, special education teachers were interviewed to explore their reasons for staying in the profession. Phase 1 consisted of interviews with 15 special education teachers, who had remained in the classroom beyond 5 years using a grounded theory methodology. Preliminary findings suggested that teachers were more likely to remain in the profession when their building principals have qualifications and experience in special education. Phase 2 of the study, distilled phase 1 findings to focus specifically on special education teacher's experiences of working with building principals. The study highlights the tensions between inclusion and equity, and building leaders who are not knowledgeable about special education, and who are minimally qualified to support special education teachers, students, and families. Implications for future practice and policy are discussed.

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

85866 | *Mapping the Landscape of Educational Laws, Regulations, and Policies: A Bibliometric Review for New Research Insights*
Ridwan Purnama, Universitas Pendidikan Indonesia, Indonesia
Memen Kustiawan, Universitas Pendidikan Indonesia, Indonesia
Dwi Iman Muthaqin, Universitas Pendidikan Indonesia, Indonesia
Restu Adi Nugraha, Universitas Pendidikan Indonesia, Indonesia

This research aims to evaluate the development of research on educational laws, regulations, and policies using bibliometric mapping methods through the VOSviewer application. The articles were obtained from the Google Scholar database by searching for keywords such as "education law, education regulation, education policy" using Harzing's Publish or Perish application with the aim of identifying research trends in the field of educational laws, regulations, and policies. The study analyzed the Google Scholar database for a period of 10 years (2013-2023) and resulted in 999 articles. The analysis showed that the research trend in this topic has been continuously declining over the past few years, from 2013 to 2019. However, there was an increase in the trend in 2019 with an increase in the number of studies on this topic, which continued until 2020. After 2020 until 2023, there was a decrease again. In addition to frequently occurring keywords such as "education law, education regulation, education policy", there were also several research topics that appeared quite often, such as "Teaching" with a total of 350 occurrences and 300 links, "Learning" with a total of 313 occurrences and 303 links, "Student" with a total of 160 occurrences and 262 links, "Act" with a total of 147 occurrences and 254 links, and "Higher Education" with a total of 125 occurrences and 234 links. Based on these findings, it can be concluded that this study has the potential to serve as a basis for developing other research topics.

Educational Policy, Leadership, Management & Administration

87071 | *Educational Leadership and Management*
Mane Atikyan, Public Administration Academy of the Republic of Armenia, Armenia

The role of educational leadership has become very relevant and significant due to the rapid development of information and communication technologies. The main prerequisite for the quality of education is a highly qualified personnel policy. Educational leadership implies trained and committed professionals who are responsible for managing results. While the need for effective leaders is critical, it is important to distinguish which leadership behaviors are important to achieve desired outcomes. The article examines the methodological functions of educational leadership and management and the arguments of their relative effectiveness in the context of the quality of education. The competitiveness of educational leadership depends on the development of a highly skilled workforce. Within the framework of the above, we classify the main theories of educational leadership, alternative and competitive models. Reference was also made to the analyzes and predictions of leading researchers in the field, as a result of which proposals were presented regarding the prospects for the development of educational leadership.

85886 | *Research Trends in Accounting and Accounting Education Over the Past Decade: A Bibliometric Analysis*
Memen Kustiawan, Universitas Pendidikan Indonesia, Indonesia

This study aims to examine the trends and developments in the field of accounting and accounting education over the past decade using a bibliometric approach. The data analyzed includes publications from 2013 to 2023, focusing on research trends, contributions, and impacts. The analysis was conducted using Publish or Perish and VOSviewer tools. The results from Publish or Perish analysis showed 1000 articles with a total of 61349 citations, averaging 5577.18 citations per year and 61.35 citations per article. The Hirsch h-index reached 131 and the Egghe g-index was 217, indicating the significant quality and impact of publications in this field. The average citations per author were 30666.95 with an average of 535.81 papers per author. Further analysis using VOSviewer identified 131 items clustered into 5 clusters, with a total of 4421 links and a total link strength of 12655. These results indicate a strong and collaborative research network among researchers in this topic. In addition to providing a comprehensive overview of research trends in the field of accounting and accounting education, the findings also highlight significant opportunities for future research innovation. The VOSviewer analysis shows that there are still many unexplored research opportunities that could lead to the development of new methods and approaches in accounting and accounting education research. This underscores the need for innovation in future research to fully leverage the existing potential and enhance the quality of research and practice in this field.

17:00-18:00 | Gràcia Room (Hotel Barcelona Condal Mar, B1F) Wednesday Poster Session

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

82956 | *Exploring Multilingual Pedagogy: Quantitative and Qualitative Insights from Educators in Spain's Valencian Region*
Anastasia Proctor, University of North Carolina Charlotte, United States

This study reviews a mixed-methods pilot investigation into multilingual education in Spain's Valencian region. Grounded in Ecological Systems Theory and Translanguaging Theory, it examined four educators who have taught through the language use policy changes of the last twenty years. Self-efficacy and pedagogy practices were gathered through semi-structured interviews, surveys, and a subsequent case study of one male participant. All were from Castellon de la Plana and Almassora, proficient in Valencian, Spanish, and English. Two participants are female and two participants are male. The research explored self-efficacy beliefs, perceptions of multilingualism's benefits, and confidence in fostering inclusive environments. The study combined three established scales: the Teacher Sense of Efficacy Scale (TSES), the Multicultural Efficacy Scale (MES), and the Teacher Multicultural Attitude Survey (TMAS). Quantitative analysis revealed distinct distributions in self-efficacy and linguistic strategies, with self-efficacy data showing normal distribution and linguistic strategies deviating significantly. Educators reported high confidence in incorporating multilingualism into teaching but lower confidence in implementing language diversity strategies. Thematic analysis of interview transcripts identified five key themes, including confidence in multilingual communication and a preference for speaking Spanish over Valencian. This study is significant as it addresses the practical challenges and motivations of educators in a multilingual region, providing insights for enhancing professional development and support systems. By examining regional language policies and educators' experiences, the research offers a nuanced perspective on effective multilingual programs. These findings are relevant for informing multilingual education policies globally, emphasizing the importance of balancing cultural preservation with practical language use.

Higher Education

84826 | *Evaluation of Course Design Using VR to Efficiently and Effectively Develop Clinical Judgment Skills*
Kiyoko Tokunaga, Kyoto Koka Women's University, Japan
Makoto Nishimura, Kyoto Koka Women's University, Japan
Kayoko Hirano, Kyoto University of Advanced Science, Japan
Hanae Okamoto, Kyoto Koka Women's University, Japan

Purpose: This study was conducted to develop a course design using virtual reality (VR) based on The Goal-Oriented Learning Design Method (GOLD), and to validate its effectiveness through student evaluations. Method: Ninety first-year nursing university students underwent a 5-session course on observation techniques in July 2023. Through scenarios of patient observation (clinical judgment skills) by nurses, students experienced nurses' thought processes. Students visited a hospital room as avatars in VR, conducted patient observations through quizzes based on the GOLD, with an option to view hints when unsure about methods or judgments. They were able to experience scenarios with stable and deteriorating patients. Statistical analyses were performed using the Simulation Design Scale Japanese version (SDS) and Student Satisfaction and Self-Confidence in Learning Japanese version (SLCS) surveys conducted after the VR sessions. Results: Analysis was conducted of 71 individuals after excluding missing data. Significant positive correlation was found between satisfaction and all SDS items, and between confidence and all SDS items, with the highest correlations observed between satisfaction and "Understanding of Objectives/Information Presentation".

87949 | *Teaching Quality and Tenure Process (Centralizing Teaching in the Process of Promotion and Tenure)*
Ghada Elnagar, City University of New York (CUNY), United States

Tenure is considered to be a system of job security and protections for faculty to secure academic freedom for both teaching and research findings. For many faculty, tenure is the most important decision of their career. A positive decision would bring so many benefits, while a negative decision would bring a struggle. Now, as time goes by, the process of tenure has been complex in terms of evaluating promotion cases. The primary purpose of tenure is that a faculty has proven they are expert and gain full academic freedom without the interference of political or institutional pressure on research. Using change theory, this literature review will discuss the various factors that could distract from the decision process, leading to teaching quality not being the most influential factor in the tenure process.

17:00-18:00 | Gràcia Room (Hotel Barcelona Condal Mar, B1F)

Wednesday Poster Session

84398 | *Evaluation of the Impact of a Training Program for Teaching Assistants on the Development of Pedagogical and Professional Competencies in an Undergraduate Business School*

Cecilia Primogero, Universidad Austral, Argentina

Camila del Carril, Universidad Austral, Argentina

This study evaluates the impact of a training program for teaching assistants (TAs) at an undergraduate business school in Buenos Aires, Argentina. It focuses on how this program develops TAs' pedagogical and professional skills, preparing them to support teachers and enhance student learning. Conducted between 2021 and 2024, the program involved 78 faculty and 48 student assistants, impacting 2,987 undergraduate students. A virtual survey collected data on teachers and students' participant satisfaction and self-reflection, covering the program's structure, components, and alignment with TAs' and the institution's needs. Survey results showed 85% of participants were highly satisfied with the content and delivery. Additionally, 88% felt the program enhanced their pedagogical competence, and 90% reported notable professional growth. Significant comments highlighted include: "The program provided practical tools I could immediately apply." "I appreciated the real-world focus and faculty support." and "More hands-on training sessions would benefit future cohorts." In relation to teachers, in response to the question, "Do you consider that your participation as a TA and in the TA School contributed to the development of any of the following pedagogical and/or professional skills?" 92% reported improved communication skills, 87% teamwork, and 85% critical thinking. Despite implementation challenges, such as needing more interactive sessions, the overall reflection was positive. These findings indicate significant improvements in TAs' pedagogical competence and professional growth. The study offers recommendations to optimize future editions of the program and contributes to the discourse on improving educational practices in business school settings.

84965 | *Short Version of the Basic Psychological Need Satisfaction Scale: A Study with Higher Education Students in Portugal*

Maria Teixeira, University of Lisbon, Portugal

Márcia Laranjeira, University of Lisbon, Portugal

The Self-Determination Theory proposes autonomy, competence, and relatedness as three psychological needs that are intrinsically linked to the mental health, well-being, and academic success of higher education students. This study aimed to validate a shortened version of the Basic Psychological Need Satisfaction Scale for the population of higher education students in Portugal. Participants (N = 800) were recruited online and responded to the 12 items of the scale along with a sociodemographic questionnaire. The sample was randomly divided into two sub-samples for exploratory factor analysis (EFA; n = 380) and confirmatory factor analysis (CFA; n = 420). The EFA results suggested a 3-factor structure, corresponding to the needs for autonomy, competence, and relatedness. The adequacy of this structure was supported by the CFA results. All subscales demonstrated adequate internal consistency ($\alpha = .68$ to $.85$) and high correlations ($r = .63$ to $.68$) with subjective well-being, confirming the convergent validity of the measure. The findings support the use of the scale in psychoeducational interventions in higher education and in research, particularly in identifying institutional factors that contribute to enhancing students' positive functioning.

87728 | *The Protagonism of Research in Higher Education Sustainability*

Gabriel Barsallo, Universidad de Panama, Panama

Elisa Mendoza, Universidad de Panama, Panama

Today, the concept of sustainability and its understanding remain in an ambiguous scenario, even in the academy. However, this does not give up the ability of university teachers to identify the weaknesses and needs of the system so that higher education can be sustainable. This presentation describes, from a qualitative approach, the perceptions of Panamanian university professors regarding the development of the sustainability of higher education in Panama. For this, a comparison of 921 participants, including university students, academics, and researchers from public universities, was made. It regarded the prominence of the research in the sustainability of higher education provided by the ENACT survey and validated by the participation obtained from the SIFESS Workshop as part of the project Factors that influence academic and scientific research in Panama: from the perspective of teachers and researchers. The findings show that teachers consider that adjustments should be made through strengthening the current academic structure, cultivating research as a culture, and generating spaces for the dissemination of results so that scientific communication reaches society in an understandable manner and contributes to decision-making on higher education development, making it more sustainable.

84967 | *Increasing Education for Sustainable Practices to Improve the Management of Sports Organizations*

Mária Hudakova, University of Zilina, Slovakia

Michal Varmus, University of Zilina, Slovakia

The article aims to present results oriented towards increasing education for sustainable practices for improving the management of sports organizations. The results are aimed at implementing the lifelong learning program from the point of view of sustainability and increasing the development of sports organizations. Part of the results will highlight the benefits of the conference "Conference Sports Management in Central & Eastern Europe 2024". The meeting will focus on key aspects of strategic sports management in the countries of Central and Eastern Europe. The results are based on the research carried out in 2023 focused on the sustainability of sports organizations in Slovakia as part of the project solution, Sustainability Strategy of a Sports Organization in the Conditions of the Slovak Republic (2021-2024). The survey was used by 176 managers from sports organizations in Slovakia. Methods will be used to achieve the set goal, e.g. analysis of relevant sources, studies, surveys, authors' own experience, investigation and assessment of current approaches, synthesis, modeling of the proposed educational program solution, and discussion with experts from the sports industry and from the academic environment. The benefit of the article is the expansion of the portfolio of forms of training managers in sports organizations not only in Slovakia but also in the world. The article's authors want to participate in developing an interest in acquiring knowledge of sustainable procedures in connection with prevention and risk management in the management of sports organizations.

17:00-18:00 | Gràcia Room (Hotel Barcelona Condal Mar, B1F)

Wednesday Poster Session

84969 | *The Key Role of Inclusive Higher Education Environments on Students' Psychological Needs Satisfaction and Well-being*
Márcia Laranjeira, University of Lisbon, Portugal
Maria Odília Teixeira, University of Lisbon, Portugal

Inclusive education has become a prominent priority on international agendas. In higher education, the growing concern over dropout rates and mental health challenges, coupled with the increasing diversity of students entering universities, highlights the pressing need for institutional changes. These changes should prioritize the development of inclusive environments that foster students' success and well-being. Using the Self-Determination Theory as theoretical background, this study aims to analyze how inclusive cultures, policies and practices contribute to the subjective well-being of higher education students (N = 800), considering the mediational role of psychological needs satisfaction. Participants responded to the Portuguese versions of the Scale of Perceptions of Inclusion in the University, the Basic Psychological Needs Satisfaction Scale, and the Flourishing Scale. The results of path analysis revealed that inclusive policies have a direct effect on students' well-being, while inclusive cultures and practices affect well-being indirectly through the satisfaction of the needs for competence, relatedness, and autonomy. These findings highlight the dynamic relationship between contextual and psychological variables and suggest the need for inclusive policies that address multiple forms of diversity. Higher education institutions should create inclusive environments that foster autonomy, a sense of competence, and the development of positive interpersonal relationships, thereby contributing to students' well-being.

International Education

58534 | *Internationalization Strategies of the Undergraduate Curriculum in Chilean Universities*
Daniela Velasquez, Universidad de Las Américas, Chile

Globalization has transformed higher education, encouraging international collaboration and academic mobility. However, Latin America and the Caribbean present very low values in global comparison: only 1.34% of enrollment performed outbound mobility and 0.83% inbound mobility in 2019 (UNESCO, 2021). The internationalization of the curriculum can impact a greater number of students, benefiting both those who are mobile and those who are not (Green & Whitsed, 2015). This research seeks to gather information about the internationalization of higher education in Chile, applying a questionnaire on curriculum internationalization strategies to representatives of international relations offices of Chilean universities. The results show the strategies most used by the participating Universities in addition to the level of internationalization of the curriculum, the academics and the management of internationalization. Finally, correlations are established between characteristics of the participating universities and the results obtained.

Learning Experiences, Student Learning & Learner Diversity

85511 | *Central American Immigrant Students' Educational and Immigration Experiences During Family Separation and upon Reunification in California*
Karen Magana, University of California, Los Angeles, United States

Low-income families from developing countries often face financial constraints that prevent them from migrating together (Patel et al., 2016). When it comes to U.S. migration, compared to other immigrant families, Central American families, especially those of Salvadorean, Guatemalan, and Honduran origin, are more vulnerable to family separation, as they are more likely to be low-income and experience greater financial constraints (Lopez et al., 2018; Pottinger, 2005). While immigrant families often make sacrifices with the assumption that such family separations will allow them to provide their children a better future; unfortunately, in most cases, children end up suffering negative life outcomes as a result of their and their family's migration experiences (Mitrani et al., 2004; Abrego, 2014). Centering on the type of family separation that occurs from being left behind in their countries of origin, and guided by Latina/o Critical Race Theory (LatCrit), Bronfenbrenner's ecological systems theory, attachment theory, theory of ambiguous loss, legal violence, and racist nativism, the current project relied on pláticas with 10 students between the ages of 12 and 20 to examine Central American immigrant students' academic and familial experiences during separation and upon reunification in California. The findings indicated family separation's negative effects on students' academic and familial experiences persist after family reunification. Additionally, the migration journey, immigration related issues, socioeconomic status, and other social factors within the U.S., may also play a significant role in students' education and familial experiences upon reunification in the U.S.

17:00-18:00 | Gràcia Room (Hotel Barcelona Condal Mar, B1F)

Wednesday Poster Session

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

87955 | *Neurofeedback for Cognitive Rehabilitation of Mild Traumatic Brain Injury Patients*

Alina Haider, Aligarh Muslim University, India

Deoshree Akhouri, Aligarh Muslim University, India

Globally around 50 million people get injured every year due to Traumatic Brain Injuries with 1.2 million deaths recorded annually. In India more than 1 million such cases take place and around 0.2 million deaths happen every year. Neurofeedback is found to be an effective treatment for TBIs because it treats the specific area of the brain that is damaged. It has shown effectiveness in addressing symptoms associated with Traumatic Brain Injury (TBI), such as cognitive impairment, emotional dysregulation, sleep disturbances, chronic headaches, and sensory processing issues. Utilizing neurofeedback in cognitive rehabilitation interventions offers promising results for individuals with mild-to-severe TBIs, providing opportunities for improvement in mental processing and functional recovery. This study uses neurofeedback for Cognitive Rehabilitation of Mild Traumatic Brain Injury (mTBI) patients in order to enhance cognitive functions, mitigate symptoms and improve quality of life. The research approach is quantitative in nature and data is collected from an adequate number of patients from OPD/IPD of the Department of Neurosurgery, Jawaharlal Nehru Medical College & Hospital, Aligarh. This sample of patients is selected on the basis of predefined inclusion & exclusion criteria through purposive sampling method. A sample from the normal population is also selected for the study. After taking informed consent from the mTBI patients and normal persons, scales are applied for all the above mentioned symptoms. Further mTBI patients are divided into two groups namely experimental and waitlisted groups and intervention of neurofeedback is applied on the experimental group patients, spanning 16 sessions.

87951 | *Relevance of Using Computer Models of Solids in First Geometrical Lessons: Study of Perception of Virtual 3D Shapes for Children*

Romain Beauset, University of Mons, Belgium

Clarisse Lequeu, University of Mons, Belgium

Natacha Duroisin, University of Mons, Belgium

With the development of technology, virtual representations of 3D shapes could be a possibility of learning support for 3D geometry (Bruce and Sinclair, 2014 ; Flores-Bascuñana et al., 2020) to simulate and replace physical models. However, only a few research compare effects of different learning supports in this domain (Claise, 2020).

Perception ability is essential in the first geometry learnings (Fujita et al., 2020). Children from 4 to 6 years old faced some difficulties about perception of 3D objects virtual representations and few information are available about oldest children (Krylova and Vodyaha, 2022). Improving the understanding of this ability can so contribute to reflexion about the relevance of using this support in first geometrical lessons. The aim of the study is to investigate if children between 6 and 9 years old are able to correctly perceive virtual representation of 3D geometrical shapes (cube, cylinder...). The experiment is an individual interview in which children (N = 124) presented with virtual representations of 3D shapes (that can be manipulated on a touchpad or that can only be observed by mean of a video) and must recognize the represented shapes among several proposals. Results indicate that majority of children are able to adequately perceive several virtual 3D shapes, especially when it can be manipulated, but perception of 3D virtual shapes appears unsystematic and difficulties are observed about perception of some 3D shapes (ex. triangular prism). It calls for prudence regarding the use of virtual 3D shapes during learning of 3D geometry

82183 | *Learning as Reduction of Cognitive Dissonance – A Field Experiment*

Markus Becker, IU International University Duesseldorf, Germany

The challenge of teaching is consensually seen in balancing learning satisfaction, learning outcomes, and discriminatory power of examinations. However, it is yet to answer which level of task complexity is most beneficial in pursuit of this trifecta. In other words: How challenging should learning be? This study closes the research gap against the background of cognitive dissonance. According to Festinger (1957), cognitive dissonance describes an emotional state of discomfort induced by contradictory information. We examine how the induction of cognitive dissonance is associated with subsequent learning outcomes and perceptions. Theory suggests that individuals attempt reducing cognitive dissonance either in dysfunctional manners as ignoring inconvenient aspects, or in functional ways by tolerating ambiguity, integrating perspectives, and forming new mental schemas. Consequently, we hypothesize that cognitive dissonance is positively associated with both objective and subjective learning outcomes. We further state that this effect will intensify with personal relevance, but diminish in the face of destructively high dissonance. This study sheds light on psychological dynamics fostering successful learning. Practitioners are enabled to design adequately challenging tasks. Moreover, educators can apply suitable teaching styles and make the cycle of learning a fairer, more transparent, and more fun process for all. A real field experiment is conducted in classrooms of the biggest German university, involving 102 subjects. Analyses support proposed relationships. Furthermore, findings underline that the optimal level of cognitive dissonance depends on the complexity of the subject, suggesting to consider prerequisites of students as additional factor.

17:00-18:00 | Gràcia Room (Hotel Barcelona Condal Mar, B1F)

Wednesday Poster Session

85858 | *The Impact of Globalization on the Mindset of Secondary School Students in Indonesia: Determining Factors and Implications for Education*

Ace Suryadi, Universitas Pendidikan Indonesia, Indonesia

Globalization has transformed the educational landscape worldwide, influencing how students understand and respond to global challenges. This study aims to identify the level of global mindset among secondary school students in Indonesia and the factors influencing it. Utilizing a mixed-method approach that combines qualitative and quantitative methods, this research involves a survey of students across Indonesia, along with in-depth interviews and focus group discussions (FGDs) with education experts, teachers, and other stakeholders. Initial findings indicate that exposure to foreign cultures through media and information technology, direct experiences with cultural diversity, multicultural education, and support from teachers and parents are the main factors influencing students' global mindset. This study is expected to provide deep insights into the dynamics of the global mindset among secondary school students in Indonesia and offer policy recommendations to enhance global awareness through education.

87954 | *The Contribution of Different Teaching Methods to the Memorizing of Multiplication Facts, Among Female Students of Elementary National-religious Schools*

Shoshi Dorfberger, Gordon College of Education, Israel

Mathematics is one of the main subjects studied in the Israeli education system at all age levels. Teaching multiplication is a basic stage, necessary as a basis for further Mathematics studies. The current study attempted to discover the most efficient teaching method for achieving mastery in multiplication facts. The study included 100 third grade female students who were divided into four groups. Each group practiced the multiplication table for nine weeks using a different teaching method. The students took a test, designed to assess their achievement in this subject, at three points in time – prior to teaching multiplication (pre-), immediately following it (post-), and a year later. The findings demonstrate that while no differences were found among the four methods in the post-test, examination a year later showed significant differences: the students in the strategy-based teaching method groups retained their mastery of multiplication facts, while those in the repetition-based teaching methods demonstrated a lower mastery level than they had in the post-test. The study's main conclusion is that strategy-based methods should be used in the teaching of multiplication.

Primary & Secondary Education

85257 | *Documenting How Health and Social Services Partners Contribute to School-Family Communication*

Julie Poissant, Université du Québec à Montréal, Canada

Josée Charette, Université du Québec à Montréal, Canada

Arianne Perron-Martel, Université du Québec à Montréal, Canada

Communication between schools and families is primarily initiated and sustained by teachers, support staff, specialists and administrative personnel. Community partners also play a crucial role in facilitating this communication. With their direct access to families and the resources they bring to support them, Health and Social Services (HSS) partners can be valuable allies for schools. However, their contributions are often underappreciated and not fully understood. This study aims to document the role of HSS partners in facilitating school-family communication in preschool settings. Individual interviews lasting approximately 60 minutes were conducted with 12 partners from HSS organizations in 3 regions of Quebec (Canada). A thematic analysis using NVivo software was employed. Several key roles emerged, including that of informant, mediator, and resource provider. Partners often act as informants, providing valuable insights into the needs and realities of families to school staff. They also serve as mediators during interactions between families and school staff, particularly in the development of individualized education plans or when discussing practices adopted with children. Additionally, they provide schools with resources to support the families they serve, such as translation services. The ensuing discussion will explore avenues to enhance recognition and optimize collaboration between schools and community partners.

85613 | *Understanding Islamic Identity in Post-Primary Students in The United Kingdom: A Systematic Review*

Fithrah Ansar, Queen's University Belfast, United Kingdom

This systematic review examines the understanding, production, and experiences of Islamic identity among post-primary students in British educational contexts. The study identifies key factors influencing Islamic identity, examines the role of the educational environment, and understands the challenges and opportunities faced by Muslim students. The research methodology involved a thorough search of databases, resulting in 22 articles selected for detailed analysis. The findings reveal that Islamic identity among post-primary students in the UK is characterized by hybridity, transnationalism, generational differences, and intersectionality. Students often navigate multiple identities influenced by their cultural background, religious beliefs, family expectations, and the broader socio-political environment. The interplay between cultural and religious identity is a significant theme, highlighting how students' self-perception is shaped by their dual identities. Institutional influences, such as school policies, curricula, and teacher attitudes, can either facilitate or hinder the expression of Islamic identity. Peer interactions play a crucial role, with both supportive and discriminatory dynamics impacting students' experiences. The review also examines how students negotiate their multiple identities in a multicultural setting, employing strategies of resistance, adaptation, and integration.

17:00-18:00 | Gràcia Room (Hotel Barcelona Condal Mar, B1F)

Wednesday Poster Session

Professional Training, Development & Concerns in Education

87973 | *Analysis of Current Status Based on Pharmacy Education Accreditation Evaluation Level of Korean Pharmacy Schools*
Dongmun Ha, Mokpo National University, South Korea

The Korean Accreditation Council for Pharmacy Education (KACPE) plans to conduct the second cycle of accreditation evaluation starting in 2027. This study aims to analyze the satisfaction rate by KACPE's pharmacy education accreditation evaluation level (required, recommended, and excellent) and to find evaluation elements with low satisfaction rates and excellent cases for each evaluation item. Using the self-evaluation report of 15 pharmacy schools that completed evaluation certification over the past 2 years (2022 and 2023) and the accreditation results of the KACPE's comprehensive evaluation report, we calculated satisfaction rate by KACPE's pharmacy education accreditation evaluation level (required, recommended, and excellent) and evaluation elements with low satisfaction rates in all three criteria (required: less than 80%, recommended: less than 50%, and excellent: less than 25%) were identified. Excellent cases were selected based on the evaluation contents of the self-evaluation report of the evaluation items judged excellent in the comprehensive evaluation report. The average satisfaction rate by evaluation level was 93.2% (required criteria: 50 items), 44.9% (recommended criteria: 16 items), and 17.9% (excellent criteria: 22 items), respectively. The number of full-time faculty was the common evaluation element with a low satisfaction rate in all three criteria. The evaluation element selected as an excellent example was the feedback between preceptors and students in practical training. To improve the quality of education at Korean pharmacy schools, the recruitment rate of full-time faculty should be increased and the feedback system between preceptors and students should be spread.

84973 | *Further Development of Framework Training for Managers in the Field of Risk Management According to the Requirements of Sports Clubs*

Kristián Furiak, University of Žilina, Slovakia
Katarína Buganová, University of Žilina, Slovakia

The importance of risk management training continues to grow in direct proportion with the need to increase the resilience of organisations. This implies requirements for managers' abilities to cope with threats and risk factors. With this in mind, a modular training framework for sports club managers has been developed and presented based on the specificities of the environment. Based on the requirements of sports clubs, the main objective of this paper is to optimize proposed framework to best meet their individual needs, to make it addressable and to make its integration into practice as effective as possible. In order to achieve the set objective, the methods of empirical research, inquiry and statistical evidence were used. For this purpose, a questionnaire survey was conducted to identify the most significant and frequent threats and resulting risks that sports organisations in Slovakia face in their operational practice. Using statistical research methods, the obtained data were analysed and it was concluded which factors represent the most significant threats to sports clubs. Based on these findings, our proposed modular framework for the professional education of sports managers was optimised to best meet the specific requirements of sports clubs. The main contribution lies in the correction and optimisation of the proposed framework so that sports clubs are able to make the most of the targeted training of sports managers. By focusing on the area of risk management, they will be able to effectively build high levels of resilience and sustainability.

Teaching Experiences, Pedagogy, Practice & Praxis

84546 | *The Use of Artificial Intelligence and Virtual Reality for Generating Simulated Surgical Cases for Health Sciences Students*
German Oved Acevedo Osorio, Fundación Universitaria del Área Andina, Colombia

Artificial Intelligence (AI) has been widely integrated into health professional training, especially in surgical procedure simulations, allowing practical training without patient risk. To evaluate the impact of AI on the training of Surgical Instrumentation students, focusing on enhancing knowledge, attitudes, and practices through advanced simulations. A quasi-experimental design was used with 26 Surgical Instrumentation students. Prior knowledge and attitudes were initially assessed using standardized questionnaires. AI-based surgical simulation scenarios were then implemented, representing a wide range of medical specialties with variations in surgical techniques, unforeseen complications, and dynamic interactions with virtual patients. Students interacted with a chatbot acting as a patient before the simulation, conducting detailed clinical histories to improve diagnostic skills. Interventions were evaluated through direct observations and structured feedback, with data analysis including correlation tests and descriptive analysis. There was a significant increase in specific knowledge mastery, with an average post-intervention improvement of 78.9%. Attitudes towards AI use improved significantly, with an average score of 4.0 out of 5. Surgical practices were notably enriched, showing greater coordination, effective communication, and decision-making precision during simulations. This study underscores the value of AI as an essential tool in surgical instrumentation education, highlighting significant improvements in knowledge, attitudes, and practices.

17:00-18:00 | Gràcia Room (Hotel Barcelona Condal Mar, B1F)

Wednesday Poster Session

84401 | *Evaluating Educational Practices: Strengths and Weaknesses Uncovered Through Extensive Classroom Observations at a Business Faculty*

Cecilia Primogero, Universidad Austral, Argentina
Camila del Carril, Universidad Austral, Argentina

This paper presents an empirical analysis based on 78 classroom observations conducted within the Faculty of Business Sciences at Austral University. The research aimed to systematically identify prevalent teaching strengths and weaknesses among undergraduate business educators, prioritizing courses taught by instructors with lower satisfaction ratings and courses offered for the first time. The selection of courses and instructors was informed by student satisfaction surveys at the end of the semester and instructors' prior teaching experiences. Utilizing a detailed observation framework, this study highlights key areas of pedagogical excellence and opportunities for improvement. The qualitative analysis reveals a significant pattern where 40% of observations highlighted 'active' and 'interactive' practices, underscoring the importance of these methodologies in student engagement. Despite the absence of notable mentions in terms of specific challenges like 'disorganized' or 'monotonous', the subtle presence of areas needing enhancement suggests a need for continuous professional development to address less apparent but impactful pedagogical issues. The categorization of strengths and weaknesses was derived from the criteria set forth in student surveys, providing a grounded basis for evaluation. Results indicate that while certain pedagogical strategies are effectively employed, notable gaps in areas such as interactive teaching and practical application of theoretical concepts were observed. Based on these findings, the study recommends the implementation of targeted professional development workshops addressing the most recurrent challenges. This study contributes to the broader discourse on enhancing teaching quality in higher education by providing actionable insights derived from direct classroom assessments.

84779 | *Development of a Virtual Profile Creation Form for Inquiry-Based Learning*

Kayoko Hiarano, Kyoto University of Advanced Science, Japan
Kiyoko Tokunaga, Kyoto Koka Women's University, Japan
Yukie Majima, Osaka Metropolitan University, Japan

Enquiry-based learning is a well-recognised tool in nurse education internationally. It is a pedagogical activity formed around the construction of a 'scene' that provides a platform for critical enquiry. Nursing education has been greatly influenced by the development of ICT and the COVID-19 pandemic. The development of online learning tools, especially in nursing education, is important for nurses to become proficient in the use of information technology. In inquiry-based learning, everything begins with a "big question" (Albion, 2015). The requirements for inquiry-based learning include independence, autonomy, intrinsic motivation, and creativity. The nursing process refers to the process by which a nurse provides nursing care to a patient. This process consists of five components: assessment, nursing diagnosis, planning, nursing implementation, and evaluation. Nursing education often follows these processes. The examples used there are presented in advance. This allows the students to follow the nursing process. This leads to the development of the nursing process without any knowledge of the patient's background other than interest in, understanding of, and information about the patient. Therefore, with a focus on inquiry-based learning, we wondered if this problem could be complemented by having the nursing students themselves reflect on the case study. The nursing students were given a case study tool to create a patient profile and learn to think about assistance. Result, we believe that learning to create patient case studies is effective in developing interest and concern for the subject and in developing nursing care.

85288 | *Reciprocal Associations Between Teachers' Use of Disciplinary Practices and Aggression in Elementary School Students*

Francois Poulin, Université du Québec à Montréal, Canada
Roxane L'Écuyer, Université du Québec à Montréal, Canada
Frank Vitaro, University of Montreal, Canada
Marie-Claude Salvas, Université du Québec en Outaouais, Canada

Transactional theories of human development suggest that the association between teachers' disciplinary practices and students' aggressive behavior may be reciprocal. However, no study has tested this possibility. Therefore, this study examines reciprocal associations between teachers' use of disciplinary practices (educational and punitive) and aggressive behaviors in elementary school students. A sample comprising 1,038 students (62% boys) was assessed at the start and end of the kindergarten year and annually from grades one to four. At each assessment, teachers reported how frequently they used disciplinary practices with each participating student and completed a measure of the aggressive behaviors of these students. Results of a latent curve model with structured residuals (LCM-SR) revealed that higher-than-usual levels of teacher-reported kindergarten students' aggressive behaviors in the fall predicted higher-than-usual levels of teacher-reported punitive practices in the spring. Moreover, higher-than-usual levels of kindergarten teachers' punitive practices in the spring predicted higher-than-usual levels of students' aggressive behaviors in grade one. In the following years, no other reciprocal influences were found between punitive practices and aggression. Moreover, using educational disciplinary practices did not lead to a decrease in aggression. The results underscore the need to equip teachers with the skills to manage disruptive classroom behaviors, particularly in kindergarten and during the transition to grade one, to prevent aggressive behaviors from spiralling downward.

17:00-18:00 | Gràcia Room (Hotel Barcelona Condal Mar, B1F)

Wednesday Poster Session

84966 | *Current Trends in Teaching of Physical and Sports Education in Slovak Schools*
Maria Luskova, University of Zilina, Slovakia

Physical and sports education in schools represents a purposeful educational activity that contributes to increasing the physical fitness and movement performance of students, helps young people to acquire basic theoretical and practical physical education and create a positive relationship to physical activity throughout their lives. Despite its invaluable importance it faces many problems in Slovakia, e.g. children's laziness and lack of interest in movement not only during lessons but also in free time, unsatisfactory spatial and material equipment for teaching, insufficient scope of physical and sports education lessons, insufficient support from parents and family, low financial evaluation of teachers, unequal status of the subject among other teaching subjects, increasing number of non-exercising pupils and other. The paper deals with key issues related to the teaching of physical and sports education in Slovakia. It points to the importance of physical education and building children's relationship to sports and physical activity as part of a healthy lifestyle and a prerequisite for the ability to take care of one's health throughout life, and characterizes physical education and sports activities in schools in 30 European countries. It also presents the results of research into the opinions of Slovak primary and secondary school teachers of physical and sports education focused on their view of teaching and selected problems of physical and sports education in Slovakia. In the final part, recommendations are proposed for the identified most serious problems of physical and sports education and the improvement of the teaching of this subject in Slovak schools.

85861 | *Transforming Vocational Education with Cybergogy: Research Trends and Impacts Over the Last Decade*
Danny Meirawan, Universitas Pendidikan Indonesia, Indonesia
Restu Adi Nugraha, Universitas Pendidikan Indonesia, Indonesia

This study aims to analyze the application of the cybergogy concept in vocational education through a bibliometric approach. Using data from 2013 to 2023, this study identifies trends, contributions, and impacts of related research through bibliometric analysis using Publish or Perish and VosViewer tools. Based on the analysis using Publish or Perish, there are 157 papers with a total of 2999 citations, averaging 272.64 citations per year and 19.10 citations per paper. The analysis also shows that the Hirsch h-index is 23 and the Egghe g-index is 53, indicating the significant quality and impact of publications in this domain. The average citations per author reach 1402.85 with an average of 77.05 papers per author. Further analysis using VosViewer identifies 15 items clustered into 4 clusters, with a total of 98 links and a total link strength of 561. These results indicate a strong and collaborative research network among researchers in this topic. These findings underscore the importance of research related to cybergogy in vocational education and provide insights into the potential development of future research. This study is expected to be an essential reference for researchers and education practitioners in developing effective digital technology-based learning strategies to enhance the quality of vocational education.

Notes

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Thursday, November 14

Parallel Sessions

All times are Central European Time (UTC+1)

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

09:00-10:40 | (1F) Barceloneta

Thursday Onsite Parallel Session 1

Gender Issues in Education

Session Chair: Te-Sheng Chang

09:00-09:25

80692 | *From Higher Education to Reality: South Africa Indian Women Engineers' Bicultural Perspective*

Vanishree Pillay, University of Johannesburg, South Africa

Jenika Gobind, University of Witwatersrand, South Africa

This qualitative study explored the bicultural lived experiences of South Africa Indian women engineers, a sample of women who remain absent in literature on biculturalism, to gain an appreciation of how their identity, informs their navigation within their personal and professional spaces. The findings of this research revealed that (a) Indian cultural norms and value systems are still a framework within which an Indian female is raised, however, a certain degree of patriarchal relaxation was evident that is evidenced in (b) the rise of the paternal motivator, a scenario in which the participants' father encouraged the participant to read for a qualification known for being a 'male profession' and (c) the narratives of the participants' points to the lack of preparation from their respective Higher Education Institutions in terms of soft skills to ready them for the workspace. In terms of contribution, it is anticipated that this article will stimulate healthy debate amongst Higher Education Institutions (HEI) in terms of curriculum development that speaks to contextual gender challenges in the engineering workplace. Textbook knowledge alone is not enough, innovation methods to impart soft skills through impactful simulations exercises and other methodologies must be employed to better seat the female graduates that enter the world of engineering.

09:25-09:50

85409 | *A Second-Class Experience: A Sociological Perspective of the Lived Experiences of Male Kuwaiti Education Majors*

Sara Alnufaishan, Kuwait University, Kuwait

The issue of male teacher shortages is widespread around the world, but in Kuwait, the problem is exacerbated by a gender-segregated education system that requires male teachers for male students, creating a high unmet demand for male teachers. As Kuwait strives to increase male teacher representation, it is important to gather more information about the lived experiences of male Kuwaiti education majors as a numerical minority in a female-dominated discipline, where they only make up 12% of the population. A phenomenological study research design involving interviews with nine male Kuwaiti education majors was used since phenomenology is a research approach that aims to describe the essence of a phenomenon by investigating it from the perspective of those who have experienced it, in this case Kuwaiti male students who are experiencing the phenomenon of being a numerical minority in a female-dominated field. Data were collected from one round of 60-minute semi-structured interviews that included 28 questions about their lived experiences as a numerical minority of male undergraduate education majors plus 7 demographic questions. Working from transcriptions of audio recordings, Arabic responses were coded qualitatively. The following themes emerged from the research: male education majors (1) believe women are teachers by nature (and nurture), (2) feel disconnected and powerless, and (3) report salary and benefits are motivators to becoming a teacher. These findings can inform efforts to increase male teacher representation.

09:50-10:15

87718 | *Barriers to Study Abroad for Female Students in Azerbaijan*

Jeyran Aghayeva, ADA University, Azerbaijan

Matthew Wawrzynski, Michigan State University, United States

Many initiatives in post-Soviet Azerbaijan, such as "The State Program for 2022-2026 for enabling youth to study in prestigious foreign universities", aim at strengthening the country's capacity to compete in the global knowledge economy. Yet, of those scholarships awarded for bachelor's degree programs, only 28% were given to female students. Given the positive influence of study abroad experiences on students' personal development and professional lives, the study explored female student interest in various types of international academic mobility and common barriers to participation. The data in this quantitative study were collected from Azerbaijani female students enrolled in undergraduate programs, and the resulting sample size was 2260. Descriptive and inferential analysis of the survey data was conducted on SPSS. Our preliminary results show among the types of study abroad opportunities, respondents were extremely likely to participate in long term degree programs, followed by short term opportunities that last up to 8 weeks. Financial barriers had the most influence on participant likelihood to study abroad. In the paper we describe the results from descriptive and inferential analysis and present the implications of the study.

10:15-10:40

80296 | *The Impact of Integrating Gender Issues Into Leisure Courses on College Students' Awareness of Gender Equality*

Te-Sheng Chang, National Dong Hwa University, Taiwan

Ching-Yao Wang, National Dong Hwa University, Taiwan

I-Yu Lin, National Dong Hwa University, Taiwan

Shang-Ti Chen, National Dong Hwa University, Taiwan

This study aims to explore the changes in college students' attitudes towards "gender stereotypes" and "awareness of gender barriers in leisure" after taking gender-integrated leisure courses. The research participants were 36 college students (including 26 girls and 10 boys) who took the course "Dialogue on Gender Education and Leisure Life". The research instruments are the "Gender Stereotype Scale" and the "Awareness of Gender Obstacles in Leisure Scale". Both scales are reverse scored, that is, the higher the score, the more negative the attitude, and the lower the score, the more positive the attitude. In addition, qualitative data from interviews were also analyzed. The study found that after the course, all students' positive attitudes towards gender were significantly improved; male college students' scores on gender stereotypes were significantly reduced, while female college students' scores on awareness of gender barriers in leisure were significantly reduced. The qualitative feedback shows that students are very positive about the course content, indicating that the course can help them better understand the relationship between gender issues and leisure activities. They have benefited a lot in both aspects. The research results can be used as a reference for teachers in the education field.

09:00-10:40 | (1F) Mar Bella

Thursday Onsite Parallel Session 1

Inclusive & Equitable Education

Session Chair: Laura Szech

09:00-09:25

84816 | *Enhancing Teaching and Learning Through the Field Placements of Child and Youth Care Students in a Rural Community in South Africa*

Raisuyah Bhagwan, Durban University of Technology, South Africa

Community engagement is a distinctive pedagogical approach that fosters the development of partnerships between academic departments and communities in order to strengthen the well-being of marginalised communities. Child and youth care interweaves teaching experiences within the context of fieldwork practicum placements in a variety of community settings, which strengthens higher education's mandate for academics and students to become more engaged. This paper reflects on the immersion of final year child and youth care students in a deep rural space in KwaZulu-Natal, South Africa, wherein they began their engagement initiatives. It details the process of developing a community-university partnership and the rich teaching and learning experiences that emerged for students through this innovative fieldwork experience. Students were able to learn about diverse cultures, traditional rural community life and systems whilst co-partnering with community members to develop social support programs within this disadvantaged community. Using qualitative research methodology, to guide the study, a focus group discussion was held with ten fourth year child and youth care students and three Masters students who had been involved in this engagement project. The study found that students had the opportunity to learn and understand the phenomenon of grandmother and child headed homes in this community whilst leveraging the opportunity to learn about family and community dynamics in this rural space. They were able to formulate a range of therapeutic and other initiatives to support family and community life that strengthened their learning experiences and prepared them for practice in a real world context.

09:25-09:50

85961 | *The Concept of Educational Equity: A Study of Brazilian Scientific Production*

Otávio Melo Neto, Cesar School, Brazil

Paula Miura, Universidade Federal de Alagoas (UFAL), Brazil

Alcimar Trancoso, Universidade Federal de Alagoas (UFAL), Brazil

Raissa Ferreira, Universidade Federal de Alagoas (UFAL), Brazil

José Werverton Silva, Universidade Federal de Alagoas (UFAL), Brazil

Analice Bernardo, Universidade Federal de Alagoas (UFAL), Brazil

The "Observatório de Equidade Educacional: da pesquisa à inovação" carries out an investigation into the construction of the concept of educational equity. This digital platform evaluates, monitors and tracks public data on Brazilian education, a proposal linked to the Núcleo de Excelência em Tecnologias Sociais, the Instituto de Psicologia of the Universidade Federal de Alagoas, in partnership with the Ministry of Education and Culture of the Brazilian government. This study deals with Brazilian academic production on the concept of educational equity, with the following questions as triggers: How has Brazilian conceptual production of equity taken place in terms of historical and social development? What is the relationship between the concepts of equity and gender, race, ethnicity, social class and socioeconomic status, considering the Brazilian educational reality? We used meta-synthesis (exploration, cross-referencing, refinement, description and interpretation) with data from the Portal de Periódicos da Coordenação de Aperfeiçoamento de Pessoal de Nível Superior. The descriptors "education" and "equity" were used, with mandatory presence in the title of articles published between 2000 and 2022. The result of 29 articles, after applying the filters, indicates the concept of equity as a guiding principle for public policies in various educational areas, such as mathematics education, physical education, inclusion of people with disabilities and educational policies during the Covid-19 pandemic. A relationship is observed between educational equity and gender, race, ethnicity, social class and socioeconomic status, considering the Brazilian educational reality. The synthesis relates equity to justice, based on UNESCO definitions.

09:50-10:15

86068 | *Collaborative Learning Models Through Living Lab Classes: Facilitating Community Engagement Beyond the Classroom for Teachers and Students*

Hayoung Shin, Semyung University, South Korea

This study investigates the dynamics of collaborative learning models in university settings through the implementation of Living Lab classes. Unlike traditional practice-oriented and instructor-centered approaches, Living Lab classes facilitate community engagement by involving both teachers and students in real-world problem-solving activities. The research aims to explore the efficacy of these classes in enhancing pedagogical practices and developing innovative teaching experiences. Drawing from a series of case studies conducted at three universities from different countries-Korea, Vietnam, and Indonesia, the presentation examines how Living Lab methodologies can bridge the gap between academic learning and practical application. Through qualitative data gathered from student and faculty feedback, the study highlights the transformative potential of these models in fostering a participatory learning environment. Key findings suggest that Living Lab classes not only improve student engagement and critical thinking skills but also encourage a more collaborative and inclusive approach to education. The paper also delves into the theoretical underpinnings of praxis and pedagogy, arguing that Living Lab classes exemplify a shift towards more dynamic and interactive educational practices. By aligning with the principles of experiential learning and community involvement, these classes offer a viable framework for other educational institutions seeking to innovate their teaching methodologies. The findings underscore the importance of integrating practical experiences with academic instruction to cultivate a holistic and impactful educational experience.

10:15-10:40

84972 | *Learning from a Parent-Teacher Book Club: Literacy Histories, Identities, and Present-Day Issues*

Laura Szech, University of North Carolina Wilmington, United States

This presentation examines a parent-teacher book club designed to engage families in school literacy in unique ways. Mothers and grandmothers came together with teachers, classroom staff, and administrators to read and discuss Gholdy Muhammad's (2020) *Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Literacy*. Situated in a close-knit, low-income, predominantly Black neighborhood in the Southeastern United States, this book club was designed to engage families in everyday literacy practices and develop relationships. Families and teachers read chapters and came together across multiple evenings to discuss literacy, identity, history, community, culture, schooling, and family. In discussing Muhammad's book, participants - people with vastly different experiences and positionalities - learned historically relevant information about the community, complicated their reading identities, and processed and problematized issues of the day. This presentation addresses how historically responsive pedagogy - alongside the caregiver-teacher book club experience - proved important and appropriate for a diverse community of teachers and families. The presentation audience will leave with ideas and a purpose for starting their own parent-teacher book club as a way of learning and connecting with each other.

09:00-10:40 | (1F) Nova Icaria

Thursday Onsite Parallel Session 1

Education & Difference: Special Education, Learning Difficulties & Disability

Session Chair: Mohammad Al-Rashaida

09:00-09:25

88114 | *Subjective vs. Objective Audio Description for Artworks: An Investigation for People with Visual Impairment*

Amalia Maria Paoletta, University of Molise, Italy

Silvia Dini, University of Parma, Italy

Art experiences and education for blind and visually impaired individuals have witnessed rapid advancements in methodology, techniques, and technology. A current debate centers on the effectiveness of absolute objectivity in audio descriptions (AD) for artworks (Bartolini 2023, Randaccio 2020, Soler Gallego 2019, Szarkowska 2016). To inform this discussion, a questionnaire was administered to assess preferences for objective versus subjective AD, as well as interest in art and image alt text preferences. Findings from 29 blind participants suggest that while there is a strong preference for objective image alt text (M=5,10 Dev.St 1,83 vs M=3,5 Dev.St 2,13 Likert 1-7 scale) the same cannot be said for AD (Obj M=4,79 Dev.St 1,98 vs Subj M=4,10 Dev.St 2,13). Both objective and subjective AD seem to be accepted, with a rare emergence of a strong preference for either one. Additionally, when comparing levels of interest in art, it appears that those with a higher interest are more likely to prefer subjective AD. These results suggest that we should include a subjective AD option to enhance access and foster art experience and education for the blind and visually impaired. Among the questions asked, several statements emerged regarding the lack of interest in art due to its inaccessibility. Implementing strategies, including the use of technology, as is already happening, is fundamental to changing the perception of art accessibility and guaranteeing the right to culture and experience for blind people.

09:25-09:50

87324 | *Inclusive Making: Learning to Design with and for Neurodivergence Through Participatory Making*

Tulip Sinha, National Institute of Design, India

This paper illustrates an outreach project that explores participatory making between students of Universal design and young adults with neurodivergence, who are being trained in life-skills by a host organization. Here, making refers to the exploration of tangible materials, media and crafting techniques and is used as a methodology for being an intuitive and democratic form of expression known to mankind. Art-craft workshops were co-imagined by the design educator (me), design students and special educators of the host organization to uncover the creative diversity amongst these atypical individuals. The workshops led to a first-hand understanding of neurodivergences, helped identify comfort levels with materials/techniques and gauge skill sets. The creative outputs were analyzed to create skill-maps for every participant. The above study was then used to design an aesthetic vocabulary-repository that celebrates the atypical sensibilities, which were used to design products that the skill-training organization could produce-retail to create a viable business. By questioning what constitutes creativity, aesthetics and authorship, we were able to alter the brand perception of enterprises working with people with disabilities thereby shifting the gaze from charity-driven to being design-driven, making it an inclusive livelihood opportunity for a community that is conventionally unable to be self-reliant. It gave the prospective designers a scope to expand their practice to accommodate vulnerabilities-differences and to imagine alternate, unrestrained narratives of aesthetics. This ability to unpack, critically question and respond to a social phenomenon was scaffolded by an experiential creative pedagogy, which was developed to be collaborative, compassionate, infusive and inclusive.

09:50-10:15

87574 | *Development of Parent Education Rating Scale for the Parents of Children with Hearing Loss*

Murat Doğan, Anadolu University, Turkey

Mahire Kiliç-Koca, Anadolu University, Turkey

Ramazan Bekar, Anadolu University, Turkey

Halil İbrahim Yıldırım, Anadolu University, Turkey

Determining the extent to which parents benefit from parent education can provide insight on issues such as identifying the parent's need for information and skills, understanding the impact on the child's development, strengthening family dynamics, increasing access to support and resources, and developing policies and practices. For this reason, the study aims to develop a valid and reliable measurement tool to evaluate the outcomes of parent education for parents, named the "Parent Education Rating Scale-Children with Hearing Loss (PERS-CHL)." An item pool of 28 items, including 1 control item, was created through researcher experiences, literature review, and expert opinions. After the pilot application, adjustments were made to the items. The scale was administered to 268 parents whose children were between the ages of 0-3 and who had received parent education. The KMO value was .96 (perfect fit), and Bartlett's Test was significant ($p < .001$), confirming that the data were suitable for analysis. At the end of the exploratory factor analysis (principal component analysis), it was observed that the scale, which was determined to have 22 items, represented a structure gathered into a single factor. The scale explained 63.05% of the total variance, and Cronbach's alpha value was .97. These psychometric qualities indicate that the PERS-CHL is a valid and reliable measurement tool that can be used in research and practices requiring the determination of parent education outcomes.

10:15-10:40

80690 | *Investigating the Effectiveness of Differentiated Instruction for Students with Special Educational Needs in the UAE*

Mohammad Al-Rashaida, United Arab Emirates University, United Arab Emirates

The United Arab Emirates (UAE) prioritizes quality education for all, including students with special educational needs (SEN). However, addressing their diverse learning needs remains a challenge, often leading to the development of standardized approaches. Differentiated instruction (DI), proven to promote inclusion and equity, was explored in this study to assess its effectiveness in improving academic outcomes of students with SEN in the UAE. This research holds significant potential for enhancing educational experience and outcomes. This study aims to contribute to improving academic achievement, engagement, and motivation by identifying effective instructional methods tailored to their unique needs and strengths. Furthermore, understanding the factors that influence DI's effectiveness of DI can inform the development of targeted interventions to support these students. Addressing this gap in the literature, this study specifically examines the effectiveness of DI within the UAE context for students with SEN. It employs a mixed-methods approach, combining qualitative data (individual semi-structured interviews with general and special education teachers) and quantitative data (through a quasi-experiment). The research focuses on answering three key research questions: 1) the effectiveness of DI for students with SEN, 2) the factors influencing its effectiveness, and 3) the perceptions of teachers and students regarding its implementation. By providing evidence-based practices that cater to the diverse needs and strengths of students with SEN, the study findings have the potential to support the advancement of inclusive education practices and ultimately lead to improved educational outcomes for students with SEN in the UAE.

09:00-10:40 | (1F) Sant Sebastià

Thursday Onsite Parallel Session 1

Creativity & Engagement in Higher Education (Workshops)

Session Chair: Joseph Caniglia

09:00-09:50

84527 | *Embracing Communicative Activities on the Way to Becoming Creative Thinkers*

Syuzanna Torosyan, American University of Armenia, Armenia

Rubina Gasparyan, American University of Armenia, Armenia

This interactive session aims to address the importance of communicative activities in promoting creative thinking in the classroom and beyond with an understanding that these two are profoundly intertwined. In essence, creative thinking and communication skills are symbolic - they support one another to achieve maximum influence. While creative thinking produces ideas, communication skills enable individuals to share and cultivate those ideas efficiently, hence transforming creativity into tangible outcomes and promoting meaningful connections with others. A cognitive neuroscientist, Roger Beaty (2016 & 2021), offers insights into the mechanisms highlighting that brain activation patterns differ depending on communicative actions. Beaty's work signifies a growing understanding among neuroscientists of how the brain supports creative thinking, paving the way for potential breakthroughs in enhancing creative abilities. Thus, in our session a connection will be made between current research findings and the need for the implementation of a variety of communicative activities such as role plays, discussions, drama, collaborative projects, creative writing activities and others. Overall, this workshop will share the various ways in which we, a team of instructors, help undergraduate students of a private Armenian university enhance their communication skills through the application of creative thinking. In the spirit of the workshop, attendees will be provided with a brief overview and demonstration of the tools referenced above and will have an opportunity to participate in group activities, design their own, and share opinions by suggesting how the addressed activities would promote creative thinking and problem-solving skills among learners.

09:50-10:40

84821 | *Learning Communities Promote Student Engagement and Program Completion*

Joseph Caniglia, Hudson County Community College, United States

Pamela Bandyopadhyay, Hudson County Community College, United States

Learning Communities emphasize collaborative partnerships between students, faculty, and staff. Learning Communities help in the attempt to restructure the curriculum to address barriers to educational excellence. Learning Communities are small groups or cohorts of students who share common academic goals and work collaboratively with other students, faculty, and staff. Hudson County Community College has seen an increase in student success with students who enroll in a learning community. Students develop a positive rapport with the faculty, with each other, and with the academic coach who provides support both inside and outside of the classroom. Learning Communities at Hudson County Community College helps students make connections among courses, achieve academic success, and stay in school and graduate. In addition, Learning Communities encourage the integration of curriculum, provide a community setting based on the delivery of academic support programs, and provide a setting for students to understand the expectations of college. Participants in this workshop will participate in an interactive discussion explaining how to successfully organize a learning community program. The presentation will also include a PowerPoint, data, and information on the success Hudson County Community College is having with these programs. Student testimonials will also be included. A question-and-answer session will be provided to allow participants to ask questions.

09:00-10:40 | (B1) Eixample

Thursday Onsite Parallel Session 1

AI in Curriculum Design & Development

Session Chair: Zubair Ahmad

09:00-09:25

87962 | *Integrating Artificial Intelligence (AI) Literacy in Curriculum: Case Agricultural Sciences at the University of Helsinki*

Hanna-Riitta Kymäläinen, University of Helsinki, Finland

Maria von Cräutlein, University of Helsinki, Finland

Kari Elo, University of Helsinki, Finland

Szabolcs Galambosi, University of Helsinki, Finland

Anne Honkanen, University of Helsinki, Finland

Janna Pietikäinen, University of Helsinki, Finland

Ilona Södervik, University of Helsinki, Finland

In this study, the concept of AI (artificial intelligence) literacy is evaluated prior to the curriculum planning of the BSc programme of Agricultural Sciences. The methodological approach was integrative literature review, including conceptual structuring of the review, description of the method, review and critical analysis of literature (AI literacy concept and AI literacy in curricula), and synthesizing of knowledge from the literature, AI literacy policies, and practices in the Degree programme. In total, 54 literature sources were examined. For the BSc students of Agricultural Sciences, AI literacy is important in two main areas: AI applications in agriculture, and in studies and research. There is no established definition of AI literacy, and different approaches were collected from literature. First, AI literacy includes the cognitive elements of both knowledge and skills about the contents, applications, use, ethics, and evaluation of AI, and creating with AI. Second, AI literacy contains affective and behavioural domains as psychological and metacognitive elements. Additional aspects of AI literacy are targeted learning outcomes, social norms, access to AI tools, critical evaluation, and disciplinary knowledge. A visual summary of the literature, including the above-mentioned elements, is presented as an AI framework for later collegial discussion. Options for adding AI in a leadership spreadsheet tool, constructive alignment table, are proposed. The AI literacy framework can be used in developing the curricula and the planning tool. Suggestions to be discussed for including AI literacy in the forthcoming curriculum of the BSc programme of Agricultural Sciences are presented.

09:25-09:50

84400 | *Leveraging Generative AI for Personalized Class Planning in Undergraduate Business Schools: A Pathway to Pedagogical Enhancement*

Lucas Petralli, Universidad Austral, Argentina

Cecilia Primogero, Universidad Austral, Argentina

Camila del Carril, Universidad Austral, Argentina

Since late 2022, generative artificial intelligence (AI) has begun to reshape various sectors, including education. Our pioneering project, FCE.IA, aims to revolutionize lesson planning through generative AI and has been at the forefront of integrating generative artificial intelligence (AI) in an undergraduate business school from Austral University. Originally designed as a personalized classroom tool with a conversational interface, early stages revealed significant challenges, including teacher mistrust and misuse of the technology. This highlighted the necessity for comprehensive training on generative AI. In response, we redesigned this into a 12-month training course that blends theory and practical applications, empowering educators to proficiently utilize AI in their teaching and guide students on its appropriate use, that included 8 group meetings and 21 1:1 sessions. Initially focusing on usage, the training has evolved to enhance understanding of large language models (LLMs), significantly increasing teacher engagement and recognizing AI's potential benefits. By 2023, the program involved 10 professors and 162 students. In 2024, participation expanded to 11 professors and 1,245 students, indicating growing trust and interest in AI. This surge underlines the importance of incorporating AI into educational practices, not only for lesson development but also for creating dynamic, personalized learning experiences stressing the importance of educator competence and active student involvement in AI integration. With commitment to extending our educational program, we aim to ensure that AI applications in teaching are both meaningful and tailored to individual learning paths, involving an increasing number of educators and students across various subjects.

09:50-10:15

86911 | *Assessing Student's AI Competence: Knowledge, Attitude, and Skills in Programming Within an AI-Enhanced Curriculum*

Zubair Ahmad, Qatar University, Qatar

The incorporation of Artificial Intelligence (AI) into the educational sphere is revolutionizing the manner in which students acquire knowledge and engage with technology. A critical aspect of this transformation is the assessment of students' AI competencies, particularly in the domain of programming, given that programming forms the fundamental infrastructure of any AI tool or technology. Thus, this study undertakes a comprehensive evaluation of students' AI competencies, which includes their knowledge, skills, and attitudes toward programming. This is facilitated through a rigorously constructed questionnaire which ensures an in-depth understanding of the students' AI competence in programming. The findings of the study provide significant insights into the knowledge, skills, and attitudes of students toward programming. The analysis of students on the basis of their grades in schools also showcases valuable information regarding their perception of programming concepts and procedures. The results highlight that students possessed sufficient knowledge and positive attitudes towards programming, which will, in turn, contribute to developing their skills in programming. Since till date, there is no specific guidelines developed to leverage the programming competency of students while interacting with AI systems, the current study proposes a AI-Programming framework based on the detailed analysis of student's AI competence in programming. This will provide valuable insights for educators and policymakers in preparing students to effectively interact, modify, and even develop new AI technologies and tools. Also, the study recommends further future research to validate the proposed framework.

10:15-10:40

84126 | *Exploring the Use of Generative Artificial Intelligence to Create Digital Vocational Training Courses for Students in Kenya: A Conceptual Approach*

Per-Olof Hansson, Linköping University, Sweden

This concept-based paper seeks to identify new methods for content development of Technical and Vocational Education and Training (TVET) courses in the Global South. Challenges in Sub-Saharan Africa countries include a lack of VET institutions, qualified teachers, and learning resources. In addition, there is a lack of electricity and limited access to internet connections. However, artificial intelligence (AI) can bridge this educational gap. AI is evolving rapidly day by day, including in the field of education. The use of generative AI images and videos, ChatGPT and open educational resources (OER) to create digital vocational training courses in Kenya is explored. Twenty vocational courses were developed to improve education quality, raising awareness of human rights, health, water, wildlife conservation etc., and especially of providing people in rural areas with the necessary knowledge and skills to generate income. The courses are easy to scale up thanks to the ease of changing text, content, avatars, language, subtitles, etc., to be context-relevant. This paper recommends the use of generative AI and OERs as an approach to reform content development which is a cost-effective way of improving students' vocational skills in Global South. Additionally, this concept paper explores two different systems for students to access the digital vocational training content: mobile technology with the internet and a solar-powered tablet with offline content. The purpose of considering different devices is to offer learning opportunities to people in remote areas with a lack of network connectivity, limited internet access, or a lack of electricity.

09:00-10:40 | (B1) Gòtic

Thursday Onsite Parallel Session 1

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

Session Chair: Roxana Orrego

09:00-09:25

80233 | *Students and Teachers' Views on Portfolio Component of the English Foundation Programme*
Abouzar Rajabpour, Sultan Qaboos University, Oman

The increasing significance of paper-based and electronic portfolios in educational settings has prompted researchers in the field of second and foreign language learning to investigate their effects from various perspectives. However, there is a noticeable gap in addressing this issue comparatively from the viewpoints of teachers and students. This gap is particularly evident in the Middle East, where portfolio learning has recently been integrated into tertiary level studies. Consequently, this study aims to compare the perceptions of students and teachers regarding the portfolio component of the English Foundation Program at Sultan Qaboos University in Oman. The study involved 78 students and nine teachers, with students sharing their thoughts through a questionnaire and teachers being interviewed to explore their perceptions of the portfolio element in the course. Employing a mixed-method approach for data collection and analysis, several chi-square tests were conducted to examine whether there is a significant difference between the perspectives of students and teachers. The findings indicate that, while students generally agreed on the component's usefulness, teachers believe that it has lost its significance.

09:25-09:50

85391 | *The Perception and Use of Vocabulary Learning Strategies Among Non-English Majors at Ho Chi Minh City University of Technology (HUTECH)*
Doan Huyen Tran, Ho Chi Minh City University of Technology (HUTECH), Vietnam
Nguyen Thi Kieu Thu, Ho Chi Minh City University of Technology (HUTECH), Vietnam

The study investigates students' perceptions and students' use of vocabulary learning strategies (VLS) among non-English majors at Ho Chi Minh City University of Technology (HUTECH). Three main issues addressed are (1) to determine students' perception in terms of their awareness and the level of the importance of vocabulary learning strategies; (2) students' use in terms of frequency and preference; (3) the correlation between students' perception in terms of the level of the importance of vocabulary learning strategies and their use in terms of frequency. Mixed method is applied in this investigation; additionally, questionnaires focus on social group, memory group, cognitive group, and metacognitive group with 350 sophomores from four different majors, and 10 sophomores are invited in structured interview. The results showed that the vocabulary learning strategies of the current study were well-aware. All those strategies were perceived importantly in learning vocabulary and four groups of vocabulary were used frequently. Students' responses in terms of preference also confirmed students' use in terms of frequency. On the other hand, students' perception correlated with students' use in only cognitive group of vocabulary learning strategies, but not the three others.

09:50-10:15

86273 | *A Content Analysis of the First Grade English Language Curriculum in Palestine: Evaluating Educational Materials and Learning Outcomes*
Shaima' Ali, Al-Quds University, Israel
Fatin Aljubei, Al-Quds University, Israel

This analysis reviews the First Grade English Language Curriculum in the Ram Allah Directorate of Palestine from an educational goal, knowledge components, activities and thinking perspective. The researcher employed a descriptive analytical method for the 2024 curriculum. The analysis included coding the curriculum into cognitive, psychomotor and emotional objectives, facts, principles, attitudes and values, and abilities categories. Results suggest a balanced distribution of educational goals: 35.90% motor, 33.33% psychological and 30.7% cognitive. Knowledge components were also evenly distributed across skills (30.77%), values and attitudes (24.62%), facts (23.08%) and concepts (21.53%). Classroom activities have been varied and also included pair work (43.74%), which supports collaborative learning, specific (28.3%) and team work (28.13%). The curriculum used several sensory learning styles: Graphic (22.41%), auditory (25.86%), vocal (24.14%) and kinesthetic (27.59%) are integrated learning. Assessment questions chiefly evaluated synthesis (37.26%), which promoted higher-order thinking, remembering and understanding (35.29%), and application (27.45%). Despite this well-balanced approach, gaps in encouraging individualized learning and critical thinking were identified. Findings show that though the curriculum incorporates psychomotor and emotional objectives, more critical thinking and cognitive development is necessary. The curriculum should likewise include more independent learning and analytical activities. The study recommends curriculum modifications for cognitive development and diverse learner needs to promote future academic readiness. These recommendations inform curriculum selection and design for English language learning in similar contexts. The findings may be used by curriculum developers, policymakers and educators to design inclusive and effective educational programs.

10:15-10:40

84382 | *Design of a Content and Language Integrated Learning Methodology Focused on Oral and Written Production at a Chilean Public University*
Roxana Orrego, Universidad de Santiago de Chile, Chile
Ricardo Úbeda, Universidad de Santiago de Chile, Chile
Manuel Rubio, Universidad de Santiago de Chile, Chile

This paper outlines the implementation process of the CLIL (Content and Language Integrated Learning) Methodology in two programs: Medicine and International Studies at a public university in Chile. This phase encompasses team training and the curricular design of a quasi-experimental pilot study, underpinned by a linguistic and pedagogical framework aligned with the educational goals of the two programs involved. The CLIL methodology emphasizes the simultaneous teaching of specific content and language skills, fostering more contextualized and effective language learning. The results describe the methodological approach developed by the team to implement the CLIL methodology, taking into account the sociolinguistic context and the educational needs of the two participating programs. This includes the creation of a contextualized syllabus, the planning of learning activities for students, and the development of didactic materials based on principles of relevance, significance, systematicity, sequentiality, and contextual adequacy. The study concludes that a theoretically sound and reality-based curricular design allows students to experience a learning process that enhances their ability to produce oral and written texts in English according to the conventions of their respective discourse communities. Additionally, the systematization of this implementation stage contributes to the advancement of the CLIL methodology in Chile, where such applications are currently scarce.

09:00-10:40 | (B1) Gràcia

Thursday Onsite Parallel Session 1

Communication

Session Chair: Masako Mouri

09:00-09:25

85012 | *Unveiling the Relationship Between Dark Triad Personality and Online Hate Perpetration: The Interplay of Depression and Social Media Usage*

Injae Im, Sungkyunkwan University, South Korea

Eunsung Lee, Sungkyunkwan University, South Korea

Heejo Keum, Sungkyunkwan University, South Korea

The spread of online hate is causing significant harm and poses a serious threat in the realm of online interactions. This study delves into the psychological underpinnings of such actions, specifically examining the influence of the Dark Triad personality traits (narcissism, psychopathy, and Machiavellianism) on online hate perpetration. Additionally, the study aims to validate the roles of depression and social media usage within the framework of Problematic Behavior Theory (PBT). Utilizing a two-wave panel survey from 1,012 participants South Korea, it was found that the Dark Triad traits did not have a direct effect on online hate perpetration and but significantly influenced depression. Also, depression did not mediate the relationship between the Dark Triad traits and online hate perpetration. However, a significant moderated mediation effect of social media usage was observed. Specifically, the Dark Triad traits indirectly contributed to online hate, particularly when amplified by excessive social media usage. These findings underscore the need for a multifaceted approach to addressing online hate, encompassing individual-level interventions to manage excessive social media use and mental health support to address depression.

09:25-09:50

84850 | *Social Media Use and Psychological States Among South Korean Youth: A Two-Wave Panel Study*

Soyoung Kim, Sungkyunkwan University, South Korea

Jaeho Cho, University of California-Davis, United States

Heejo Keum, Sungkyunkwan University, South Korea

Using data from a multi-wave panel survey of South Korean youth, we examined the relationship between social media use and psychological states over time. Wave 1 measured respondents' self-reported frequency of social media use in the past six months and their current psychological states, such as loneliness and depression. Wave 2, conducted six months later, repeated these measures. We investigated whether psychological states six months earlier (W1) influenced later social media use (W2) and whether social media use over the past six months (W2) affected psychological states (W2). Our data show that social media use over the past six months (W2) did not increase loneliness in Wave 2 after controlling for Wave 1 loneliness. However, lonely youth in Wave 1 used social media less frequently in the following six months (W2), suggesting that socially active and connected youth use social media more often. Conversely, social media use over the past six months (W2) was found to increase depression (W2) after controlling for prior depression (W1). Yet, those who were depressed in Wave 1 did not use social media more frequently in the subsequent six months (W2). Overall, our data highlight the negative aspects of social media use for South Korean youth. Socially active youth are drawn to social media but may end up more depressed. This study focused on the frequency of social media use. Future research should explore how youth use social media and its specific impacts on mental health.

09:50-10:15

84723 | *Apply Now! Effective Recruitment Communication and Job Ad Application Intention Among Young Job Seekers*

Kincső Szabó, Ludovika University of Public Service, Hungary

The ultimate purpose of an organization is to hire the best fitting employees. By doing so, it becomes crucially important to offer well-crafted, inclusive job advertisements that ensure the possibility to gain a wide applicant pool. The question is whether subtle, linguistic cues in job ad content organizes the application intention of a male and female job seeker? Although the Equal Treatment Authority ensures that no explicit discriminatory references appear in job advertisements (e.g., we are looking for a female), implicitly signaled gender biases implemented into language may, in fact, alter the preference of job seekers (e.g., good communication competences in case of females). This paper presents a pilot test aiming to assess whether unconsciously perceived gender biases encoded into language vary across male and female job seekers and as a result, affect their application intention. By building on gendered wording theories introduced by Gaucher et al. (2011) and Baxter et al. (2022), the researcher created two Hungarian job ads (for a project assistant position). These ads will be tested on job seeking university students to see whether gender identity has a causal effect on job ad preference. Along presenting the process of the first pilot study of the research, preliminary results, further opportunities and possible limitations will be discussed. The analysis uniquely intertwines job advertising as employer branding, the psychological effects of social cognition and the gender dimension of labor market inequality, which carries the possibility to offer a practical solution to a more inclusive, discrimination-free recruitment communication.

10:15-10:40

87346 | *Romance Scams and Its Phenomena: How They Operate Crimes in Japan and Impact on Society*

Masako Mouri, Nagoya City University, Japan

Due to COVID-19 starting in 2020, the flow of people, goods, and money was restricted. Along with that, the mobility of criminals, illegal migration, or smuggling of criminal items such as drugs were also stopped. On the other hand, a different type of fraud, so-called "romance scams" has skyrocketed through the internet or SNS so that criminal groups or violent groups could raise their fund or earn money on behalf of smuggling. Romance scams have been popular now, however, the interrogation procedure of criminals or crimes themselves has not accumulated so much in Japan and the method of fraud has changed and varied in many ways. The author has been involved in interrogation as a legal interpreter and translator at various legal institutions in Japan, however, the knowledge about romance scams or fraud related to the relationship or the affairs has not been recorded as "romance scams" but described just as "fraud" in Japan, thereby leading to the lack of dissemination of proper information or proper interrogation focusing on romance or affairs. This may also have contributed to the expansion of damages and many victims who did not understand the foreign languages or schemes in Japan because most of the cases are operated from foreign countries, i.e. African countries. This presentation elaborates on the current circumstances of romance scams and interrogation in Japan and discusses how language interpreters need to work in drastically changing situations without accumulated knowledge or information.

09:00-10:40 | (B1) PobleNou

Thursday Onsite Parallel Session 1

Education/Pedagogy

Session Chair: Darikarn Kotchana

09:00-09:25

83334 | *Evolution of Creativity Research in Cross-Cultural Fields: A Bibliometric Analysis*

Restu Dwi Ariyanto, Universitas Negeri Malang, Indonesia

Nur Hidayah, Universitas Negeri Malang, Indonesia

IM Hambali, Universitas Negeri Malang, Indonesia

Henny Indreswari, Universitas Negeri Malang, Indonesia

In the past ten years, there has been a steady growth in the volume of literature dedicated to exploring cross-cultural creativity studies. This research aims to identify worldwide trends in scientific production on cross-cultural creativity over 10 years. Bibliometric analysis was conducted on 2,113 articles from the SciVal Scopus database and was visualized using co-occurrence analysis and thematic mapping techniques using VOSviewer and bibliometrix software. The findings revealed an increased interest in this topic, with the USA numbering 787 scientific production as a significant contributor to the literature. Among the top 10 sources, the "Sustainability Journal" is a key contributor, publishing 51 articles. The leading author, WU J., has made significant contributions to subjects like organizational culture, cultural sustainability, the bohemian culture scene and its influence on creative development. Topics, such as humans and creativity, have great potential for further development and are potential directions for future research. The results can support future research in this or related areas by offering a global, historical perspective on cross-cultural creativity research. Additionally, these findings can aid educational practitioners in creating and applying strategies to enhance the understanding of creativity across different cultures and countries.

09:25-09:50

82529 | *The Cultural Intelligence of School Counselors and Their Multicultural and Language Exposure: A Expanding Cultural Horizons in Educational Environments*

Laily Tiarani Soejanto, Universitas Negeri Malang, Indonesia

Adi Atmoko, Universitas Negeri Malang, Indonesia

Bambang Budi Wiyono, Universitas Negeri Malang, Indonesia

M Muslihah, Universitas Negeri Malang, Indonesia

The cultural intelligence is heavily emphasised in modern education for efficient cross-border instruction and communication. Regretfully, there appears to be an unequal distribution of materials pertaining to cultural intelligence in educational environments. In addition, it is critical that school counsellors who work with students from diverse cultural backgrounds be constantly supervised to ensure they are offering sufficient psychological assistance. This study intends to evaluate the cultural intelligence of school counselors and demonstrate the impact of multicultural and language exposure on their cultural intelligence. We involved 663 school counsellors from various regions in Indonesia in this study and analysed the data using the Rasch Model. The study findings indicate that the Cultural Intelligence scale performs well in assessing the cultural intelligence skills of school counsellors, emphasising the impact of certain demographic parameters. The examination of multicultural and language exposure to the cultural intelligence of school counsellors uncovered unexpected results. This reaffirms the concept that exposure to multiculturalism can have both beneficial and negative effects on individuals, highlighting the complexities of intercultural dialogue. School Counselors must prioritize identity awareness, recognizing privilege and difference, diversity consciousness, and upholding cultural competency principles in order to improve their cultural intelligence. This is a vital step in the process and crucial point for bridging classroom learning with students' lives outside of school, thus improving the relevance and context of school knowledge. The extensive range of this investigation is also a crucial aspect addressed in this paper.

09:50-10:15

85082 | *Amanung Sisuan: Factors Influencing University Students' Behavior on the Kapampangan Language Maintenance*

Angelo Zapatos, Pampanga State Agricultural University, Philippines

Charl Hadrin Evidente, Pampanga State Agricultural University, Philippines

The study aimed to determine university students' behavior in maintaining the Kapampangan language in the Philippines. With the support of the Theory of Planned Behavior (TPB), it identified the attitude, subjective norms, perceived behavioral control, behavioral intention, and behavior towards the Kapampangan language maintenance. A quantitative inferential research method was used in the study, and a survey questionnaire was disseminated to 378 university students. The frequency distribution table, Mean, and Pearson correlation were used for data analysis. The student's attitude toward maintaining the Kapampangan language generally has a positive outlook. Concerning the subjective norms, positive viewpoints on the perceived social pressure are seen towards maintaining the Kapampangan language. The perceived behavioral control also has a strong agreement among the respondents. As to the behavioral intentions towards Kapampangan language maintenance, they are very likely to do the behavior actively. However, the respondents' behavior on the Kapampangan language maintenance shows inconsistent practices related to maintaining the language. Results in the correlation show no significant relationship between the attitude, subjective norms, and perceived behavioral control towards the respondents' behavioral intention regarding the Kapampangan language maintenance. Similarly, behavioral intention and behavior show no significant relationship. Thus contradicting the assumptions of TPB. However, their attitude and subjective norms, attitude and behavioral control, and subjective norms and behavioral control show significant relationships. As such, it is recommended that local government, nongovernment organizations, and the academic community continue promoting the Kapampangan language and collaborate closely to establish extensive language maintenance initiatives.

10:15-10:40

85013 | *Hispanic Culture in the Classroom: Exploring Cultural Elements in Thai Secondary School Curriculum Materials*

Darikarn Kotchana, Khon Kaen University, Thailand

Fuangket Tongwanchai, Khon Kaen University, Thailand

Culture is a crucial component of language teaching and learning, as it imparts knowledge about the ways of life, traditions, and mentalities of people in the target language to learners. Therefore, it is vital to be aware of cultural content from the basic level of a language course to enhance learners' communication skills and intercultural competence. This article aims to analyze the presence and absence of cultural content in Spanish as a foreign language course materials at secondary schools in northeastern Thailand. The researchers studied relevant theories and the Curricular Plan of the Instituto Cervantes (PCIC) to integrate and develop appropriate cultural content for the courses. The findings revealed a presence of certain cultural contents in the PCIC, such as geography, popular characters, and typical dishes. They also showed a lack of politics, religions, and medicine and health. Absent cultural contents might be decided subjectively by teachers in each school due to their students' interest. Nonetheless, language teachers must ensure that cultural content is appropriately included in the materials to improve the intercultural competence of Thai students, whose culture differs from Spanish or Hispanic culture.

09:00-10:40 | (B1) Sants

Thursday Onsite Parallel Session 1

Culture, Inter/Multiculturalism & Language

Session Chair: Jean Schmitt

09:00-09:25

85614 | *Language Ideologies in Transnational Families with Israeli Background in Finland*
Gali Bloch, University of Helsinki, Finland

Transnational families manage complex language dynamics, with multifaceted linguistic practices representing a key aspect in shaping communication among family members, where balancing heritage and host country languages impacts both cultural preservation and integration into a new society. The situation complicates when multilingual and multicultural families relocate to a country with a new majority language, while maintaining ties to their original society. This study analyzes language ideologies of seven transnational participants who were repatriated to Israel from post-Soviet states (PSS) during childhood and decades later relocated to Finland with their children. The study based on the data gathered through semi-structured interviews addresses two key questions: What are the language ideologies held by Israeli Generation 1.5 parents in transnational multilingual families residing in Finland? What are the parental language beliefs concerning their and their children's social integration in Finland? This study presents a novel perspective on the language ideologies of multilingual parents. By examining individual parental beliefs and attitudes towards each language involved, it identifies recurring collective ideologies regarding multilingualism overall and each specific language, thus enriching discussions on linguistic diversity and multicultural integration in transnational contexts. Additionally, informing policymakers about the linguistic challenges encountered by transnational multilingual families can facilitate the promotion of inclusive educational practices and foster cultural awareness initiatives, thus contributing to the creation of a more equitable and supportive environment for such families.

09:25-09:50

86025 | *Navigating Cultural Tides from a Māori Perspective: Valuing Cultural Identity, and Language Preservation in New Zealand*
Araperā Card, Te Rito Maioha Early Childhood New Zealand, New Zealand
Sandra Tuhakaraina, Te Rito Maioha Early Childhood New Zealand, New Zealand

This presentation discusses the challenges faced by Māori, the Indigenous People of Aotearoa, New Zealand in the revitalisation and preservation of their language. Understanding and preserving culture, interculturalism, multiculturalism, and language involves recognising the intrinsic link between language and cultural identity. Language is not merely a means of communication but a vessel carrying the values, traditions, and identities of its speakers. The challenges faced in preserving languages are numerous and multifaceted, ranging from globalisation and technological advancements to social and political pressures. However, overcoming these challenges is essential for authentic and meaningful engagement with diverse cultures. This process requires a conscious effort to understand and value the identity embedded within each language, acknowledging its role in shaping individual and collective identities. Preserving language and culture also demands the release of biases. Prejudices towards certain cultures and languages hinder the preservation efforts, as they can lead to the marginalisation and erosion of minority languages and cultures. Embracing interculturalism and multiculturalism promotes a more inclusive approach, fostering an environment where all languages and cultures are valued and respected. This approach not only aids in preserving linguistic diversity but also enriches the global cultural tapestry, promoting mutual understanding and respect among different cultural groups. In essence, preserving language and culture is a dynamic process that involves recognising the deep-seated connections between language, culture, and identity, while actively challenging and overcoming the biases that threaten their survival.

09:50-10:15

84746 | *A Barthesian Analysis of Semiotic Practices in an Indigenous School in Taiwan – a Case of a Bunun Primary School*
Yi Yin Chen, Chungnam National University, South Korea
Changsoo Hur, Chungnam National University, South Korea

This study explores the role of totems and decorative texts on an indigenous primary school campus in Taiwan, as well as how they affect the building of the cultural identity of indigenous students. By employing Roland Barthes' semiotic theory, this research aims to uncover the cultural meanings and social functions contained in these visual symbols, as well as their significance for building a cultural identity among indigenous students. The study uses a qualitative method, combining observations, interviews, and document analysis to explore how these symbols perform as carriers of hidden meaning and contribute to educational and cultural settings. The findings show that totems on the indigenous school campus reflect the ethnic group's cultural background knowledge, allowing students to study their cultural heritage and providing a sense of belonging. However, certain textual decorations also reflect the historical influence of the hegemonic government attempting to establish moral norms in the ethnic group. This coexistence of traditional ethnic totems and hegemonic textual admonitions in the school environment creates a complex identity landscape for students, leading to a multiplicity of cultural identities. It underlines the importance of culturally relevant symbols in enhancing students' cultural heritage and identity and presents the challenges posed by conflicting cultural messages within the educational context.

10:15-10:40

84959 | *Audiovisual Minga!: Co-Creating Community Stories While Building Intercultural Partnerships in Higher Education*
Jean Schmitt, University of Arkansas, United States
Samia Maldonado, Asociación de Productores Audiovisuales Kichwa, Ecuador
David Tamés, Northeastern University, United States

In 2016 the authors designed an educational interaction for U.S. college students (Northeastern University, Boston, MA USA) and Kichwa indigenous media makers (Otavalo, Ecuador) to support community initiatives while opening students to different cultural frameworks and ways of being. Three iterations of this course (2016, 2017 and 2023) initiated our experiments in intercultural media co-creation in higher education. Our adaptive and responsive curriculum reaches across cultural, geographic, and socio-political borders to explore a more just and equitable media ecosystem. The methodologies are based on the Kichwa values of Minga and Ranti Ranti (shared work and reciprocity). These Kichwa structures guide pre-production, story development, film production, film screenings, and the collaborative partnerships with nature and community. Through this indigenous led, indigenous centered engagement students begin to recognize and question individual values underpinning western viewpoints rooting their contribution from their distinct cultural position while interrogating it. By co-creating community stories from an indigenous perspective, we build curricula that strengthen intercultural partnerships, changing how we think and design for the future.

Notes

[illegible]

10:55-12:10 | (1F) Barceloneta

Thursday Onsite Parallel Session 2

Sustainability of Higher Education Institutions

Session Chair: Zhenzhen Jia

10:55-11:20

84388 | *The Quantitative Changes of Higher Education and Labor Market in Thailand*
Pimprapa Yodtorn, Ibaraki Christian University, Japan

Higher education is one of the cores of any effort to increase a country's productivity and enhance individuals' ability to enter the labor market in a better position. Higher education in Thailand has entered a phase of universal access, and the net enrollment rate has exceeded 50% since 2004. This research aims to investigate the expansion of higher education and the change in the domestic labor market in Thailand. This study was divided into two sections. First, the annual reports of Kasetsart University and Thammasart University were used to examine the change in the number of faculties and departments. Second, using the Labor Force Survey and Thailand Education Statistics Reports, this paper analyzed the changes in the labor market along with the increased supply of university graduates throughout the 2006 – 2016 period. As a result, the number of university graduates has increased by about 2 million from 2006 to 2016. The employment rate and the number of employees in managerial, skilled agricultural and fishing occupations, and primary occupations declined overall, with the number of managerial executives, in particular, decreasing by about 40%. Among university graduates, the proportion of those employed in managerial, professional, technical, and clerical occupations has decreased. In contrast, the proportion of those employed in sales, skilled agricultural and fishing occupations, and skilled occupations has increased. Thailand's government has achieved the quantitative expansion of higher education. However, it is necessary to examine whether the quality of education has been improved.

11:20-11:45

84030 | *Not a "985/211": Delineating a Research Center's Birth and Incipient Growth in a Private Applied University in China*
Huiyuan Ye, Shanghai Jian Qiao University, China

Private applied universities are rapidly developing in China as a key subsector response to higher education massification. However, strategic development of these institutions can be overshadowed by the dominant narrative of "985/211" elite universities in the country. One of the strategic directions is research capacity development to complement a traditional teaching focus, which represents nuanced challenges and opportunities for different colleges, departments, and academic programs. How does this transformational process look like? Based on a theory of change method and through action research, this case study focused on a recently established research center (in early 2024) situated within the College of Foreign Languages of a private applied university in Shanghai. The findings consist of a delineated process of the establishment associated with concrete challenges and coping strategies. Specific guidance is provided for navigating the organizational and cultural barriers in a similar institutional context. This study is significant because it brings to light the non-"985/211" institutions in China for the literature. The originality is mainly demonstrated in its live delineation of the research center's birth and incipient growth.

11:45-12:10

83210 | *A Study on the Current Situation and Governance Path of "Two Cultures" in Universities*
Jia Zhenzhen, National University of Defense Technology, China
Lu Xiao, National University of Defense Technology, China
Liu Yi Dan, National University of Defense Technology, China

In the 1950s and 1960s, British scientist and novelist C. P. Snow published a series of articles on "two cultures", which sparked widespread discussions on the debate between science and humanities. The issue of "two cultures" in university education has existed for a long time. This study aims to explore what the phenomenon of "two cultures" is, what its causes are, and how to solve them. Firstly, using literature research methods to interpret two cultural perspectives, exploring the two cultural meanings of universities, and laying the foundation for the full text analysis framework with the help of disciplinary cultural theories. Secondly, through the questionnaire survey method, we will extensively understand the communication, differentiation, positive views, and misunderstandings between natural science teachers and humanities and social science teachers in the phenomenon of "two cultures" in universities. At the same time, with the assistance of interview survey method, we will delve into the recognition and views, reasons, and governance suggestions of university teachers on the phenomenon of "two cultures" in universities. Once again, based on literature review and empirical investigation results, this paper analyzes the root causes of the "two cultures" problem in universities from the perspectives of spiritual culture, institutional culture, behavioral culture, and material culture in the hierarchical structure of disciplinary culture. Finally, based on literature research, empirical analysis results, and causal analysis, governance paths for the "two cultures" problem in universities are proposed from four aspects of disciplinary cultural hierarchy.

10:55-12:10 | (1F) Mar Bella

Thursday Onsite Parallel Session 2

Educational Technologies in Practice

Session Chair: Norman Vaughan

10:55-11:20

84961 | *Examining Teacher Trainees' Use of Digital Tools From the Perspective of Learning and Teaching*

Katalin Harangus, Sapientia Hungarian University of Transylvania, Romania

András Kakucs, Sapientia Hungarian University of Transylvania, Romania

The Teacher Training Institutes have a decisive role in training teacher candidates with an adequate level of digital competence, who can use the methods and techniques that help students develop their skills and abilities in order to acquire professional knowledge, creating their chances for active employment on the labor market. In our presentation we present the results of the second phase of a longitudinal study. The survey was launched in the academic year 2022/23 with the aim of examining whether first-year students entering teacher training have the level of digital competence necessary to be able to use digital learning materials effectively and professionally as future teachers and to develop the digital literacy of their students. In the first phase, a questionnaire was developed to measure the level of competence, based on the examples provided in the DigCompEdu and DigComp 2.1 frameworks for the development and interpretation of digital competence. In the second phase, we focused on examining how the students relate to the use of digital tools and technologies in the classroom, and how proficient they are in the areas of digital competence in information and data management, communication and collaboration, and the digital content creation. In the next phase of our research, we aim to elaborate developmental interventions that help in the development of digital competence during teacher training, and then to monitor whether the experimental attempts yield the expected results.

11:20-11:45

82235 | *Developing a Cultural-Based Supervision Model of School Counselor Professional Education Programme: A Many-Facets Rasch Model*

Afriyadi Sofyan, Universitas Negeri Malang; Universitas Negeri Semarang, Indonesia

Nur Hidayah, Universitas Negeri Malang, Indonesia

Bambang Budi Wiyono, Universitas Negeri Malang, Indonesia

M. Ramli, Universitas Negeri Malang, Indonesia

Counseling supervision models vary in aiding counselor growth. Strategies incorporating culture focus on personal identity to boost multicultural competence and therapeutic outcomes. The absence of culture-specific supervision research in diverse civilizations such as Indonesia is a cause for concern regarding the maintenance of high standards in professional counseling. This preliminary quantitative study attempts to develop a counseling supervision model grounded in the philosophy of "Ki Hadjar Dewantara (Among System)" within Indonesian culture. Using purposive sampling, we recruited 2 counseling experts and 8 counseling supervisors to assess the theoretical and practical "Among" counseling supervision model that had been developed. The data collected was analysed using Many-Facets Rasch Model to improve the accuracy of measuring rater variability, validate unidimensional constructs, and enhance the quality and validity of model developed. The study's main findings emphasise the importance of supervisors and supervisees establishing connections, communicating effectively, and collaborating. Furthermore, our research reveals that supervisors are perceived to have three primary responsibilities: (1) serve as an exemplar of practical guidance and counseling service implementation in educational institutions; (2) inspire and motivate counselors by fostering a sense of determination and enthusiasm for progress and advancement; and (3) mentor students throughout their counseling internship by offering support. These findings underscore the significance of school counselors' responsibilities in comprehensive programs by placing emphasis on a matrix that outlines the domains of supervision focus, supervisor roles, and cultural-based counseling supervision. In addition, environments and supervisory capabilities should be improved to foster progression to more complex levels of counselor proficiency.

11:45-12:10

84926 | *ePortfolios: A 360-degree Approach to Assessment in Teacher Education*

Norman Vaughan, Mount Royal University, Canada

The term "assessment" in higher education often conjures different sentiments and emotions. From a teacher's perspective, Ramsden (2003, p. 180) states that assessment involves "getting to know our students and the quality of their learning." Conrad and Openo (2018) suggest that assessment fundamentally shapes approaches to learning and reveals the qualitative nature of the educational experience. Yet when students in a teacher education program were asked to use one word to describe their perceptions of assessment, the four most common words were fear, stress, anxiety, and judgment (Author1, 2013). This disconnect between teacher and student perceptions regarding assessment is a serious issue, especially since several educational researchers have clearly linked student approaches to learning with the design and associated feedback of an assessment activity (Biggs, 1998; Hedberg & Corrent-Agostinho, 1999; Marton & Saljo, 1984; Ramsden, 2003; Thistlethwaite, 2006). For example, standardized tests with minimal feedback can lead to memorization and a surface approach to learning; in contrast, ePortfolios can encourage dialogue, richer forms of feedback, and deeper modes of learning (Penny Light, 2016). In addition, a report by the International Commission on the Futures of Education (2021) advocates that assessment needs to evolve from a mode of compliance to a process of shared goal setting, which leads to growth. This is particularly important in a teacher education program where teacher candidates develop their professional identity and ability to provide meaningful assessment for K to 12 students. This self-study examines how ePortfolios are being used to support assessment practices

10:55-12:10 | (1F) Nova Icaria

Thursday Onsite Parallel Session 2

Psychological Concerns in Education

Session Chair: Sama Atta Gitti

10:55-11:20

81776 | *Exploring Academic Resilience: A Review of Bibliometrics and Potential Directions for Further Research*

Eka Erawati, Universitas Negeri Malang, Indonesia

Nur Hidayah, Universitas Negeri Malang, Indonesia

Nur Eva, Universitas Negeri Malang, Indonesia

Henny Indreswari, Universitas Negeri Malang, Indonesia

This study aims to provide a comprehensive overview of the current status and future research prospects in academic resilience. Considering the increasing volume and diversity of research in this field, a quantitative methodology is vital for illustrating existing themes and identifying potential research paths. To achieve this goal, bibliometric and content analysis are required to map out existing research and identify emerging topics and directions for future studies. This research analyses 887 bibliographic sources from Scopus and visualizes the results of the bibliometric analysis through co-occurrence and thematic map analysis using VOSviewer and Bibliometrix software. The findings reveal a significant increase in publications and citations in the field, with popular research topics including student resilience and stress in medical education, a comprehensive concept of student success and well-being, and the impact of COVID-19 on higher education. The most influential factors in academic resilience are identified as mental stress, self-concept, and social support. Emerging research areas in academic resilience relate to gender, adolescence, academic success, and emotional aspects. By highlighting both established and emerging research areas, these findings provide valuable insights into a comprehensive research approach for understanding and enhancing resilience in educational contexts. The potential for future research related to academic resilience needs to link global crises such as the Covid 19 pandemic, wellbeing, mental health, burnout, and academic buoyancy, and socioeconomic status. Additionally, these findings are crucial for guiding educational practitioners in delivering interventions aimed at improving academic resilience.

11:20-11:45

85320 | *Exploring Psycho-Educational Support Strategies Through a Posthumanist Lens: A Study on Postgraduate Experiences*

Jeanette Maritz, University of South Africa, South Africa

Gisela van Rensburg, University of South Africa, South Africa

Postgraduate students and their supervisors often face immense pressure and isolation during the postgraduate journey, significantly impacting their mental health. Despite various support systems, many institutions struggle to address these challenges effectively. Psycho-educational support integrates psychological and educational resources to enhance well-being and academic performance. This research provides novel insights into improving support structures in higher education, aiming to create a more supportive and adaptive academic environment. This study employed a qualitative design using a posthumanist lens to explore psycho-educational support strategies for postgraduate students and supervisors. The posthuman lens emphasizes the interconnectedness of human and non-human actors and challenges traditional human-centered approaches, focusing on how these entangled relationships shape academic life and well-being. Nineteen participants, including 12 postgraduate students and seven supervisors, were interviewed face-to-face or online, depending on their preferences and availability from 2020 to 2022. Data were analyzed through three rounds: initially through inductive thematic analysis, then viewed from a posthumanist lens, followed by a comparative analysis. The comparative analysis highlights the interconnectedness of human and non-human elements in shaping experiences. Both groups faced mental health challenges, COVID-19 impacts, relational dynamics, and isolation, influenced by a complex interplay of personal, professional, and systemic factors. To address these intertwined challenges, the study recommends developing integrated support systems, advocating for flexible institutional policies, enhancing technological support, providing training in relational dynamics, fostering peer support networks, acknowledging non-human elements, and supporting embodied knowledge production.

11:45-12:10

86542 | *Prevalence of Burnout Syndrome Among Medical Students Al-Kindy College of Medicine in Baghdad, Iraq*

Sama Atta Gitti, University of Baghdad, Iraq

Burnout is a psychological or mental condition that disturbs individuals who work in professions that involve dealing with many people and these workers usually give more than they take. Burnout can be seen among health professionals at every stage of their careers and ranges from 25% to 75%, depending on different specialties and work units. The aim of this survey is to demonstrate the prevalence of burnout syndrome on medical students at Al-Kindy College of Medicine. A cross-sectional study was performed to investigate the prevalence of burnout syndrome on medical students in university of Baghdad Al-Kindy College of Medicine and the factors that predispose the student to develop those symptoms. Using an independent online questionnaire form (google form) to gather responses from students from October 2022 to January, 2023. 750 response was recorded. The results showed that 70.80% of the participants had burnout, most of them were females. The lowest rate of burnout was detected in students at first stage of study 5.87%. Emotional exhaustion appeared in 14.93% of females and 3.87% of males. Comparable results were found in depersonalization and personal accomplishment where students showed higher rate of burnout. There is a high prevalence of burnout syndrome among Iraqi medical students which is higher in female students and in the preclinical years, and it is lower in students living in dormitories. No significant association with the economic situation was found.

10:55-11:45 | (1F) Sant Sebastià

Thursday Onsite Parallel Session 2

Ageing Studies (Workshop)

Session Chair: Cláudia Lima

10:55-11:45

84654 | *Enhancing Communication and Interaction Through Playful Cultural Probes: A Workshop on Cognitive Stimulation Through Participatory Design*

Cláudia Lima, Lusófona University, Portugal

Susana Barreto, University of Porto, Portugal

This workshop invites participants to explore how playful activities can stimulate communication and interaction, facilitating the sharing of life stories and meaningful memories through cultural probes — specially crafted mediating artefacts. Structured within the REMIND project, which focuses on designing cognitive stimulation artefacts for persons with dementia based on their life history and culture, this workshop addresses a major social issue affecting over 55 million people worldwide. Research highlights the importance of person-centred care, which involves understanding a person's life story, culture, interests, and values, a concept rooted in personhood. Effective communication methods that stimulate cognitive function and enhance social interactions are crucial in alleviating symptoms. However, impaired communication skills often hinder social interaction and the understanding of what is meaningful to the person. Although research on the use of cultural probes as communication mediators for persons with dementia is limited, findings indicate these artefacts have significant potential, especially when incorporating playful elements. This workshop aims to uncover biographical and cultural elements that can inform ludic activities. Through discussions and participatory design techniques using cultural probes, participants will explore how these tools can enhance interpersonal interactions and the sharing of experiences and memories. The workshop also emphasises reflecting on significant life experiences and underscores the importance of early diagnosis in improving the quality of life and well-being for individuals.

10:55-12:10 | (B1) Eixample

Thursday Onsite Parallel Session 2

Online Education Experiences

Session Chair: Daiane Mendes

10:55-11:20

86299 | *Epistemic Network Analysis of Online Learning Engagement Models: A Quantitative Ethnography*

Alvin Barcelona, Philippine Normal University- Manila, Philippines

Teodora Salubayba, University of the Philippines- Diliman, Philippines

Traditional ethnography was predominantly associated with a qualitative methodological approach, and it encountered difficulties in processing and interpreting cultural systems with voluminous data. This predicament catalyzed the need of an emerging methodology for assessing learning and complex thinking in digital contexts using statistical tools to interpret qualitative data. Quantitative ethnography (QE) combines qualitative and quantitative methodologies and employs statistical tools to analyze qualitative data. This study advanced Epistemic Network Analysis (ENA), a QE tool for analyzing teachers' and students' online learning engagement. After the pandemic, online learning has provided flexible opportunities in the Philippine academic institutions. This modality comprises synchronous sessions that employ video conferencing to deliver live lectures, as well as asynchronous sessions that use discussion boards and learning activities provided through a learning management system. This study observed synchronous and asynchronous classes of senior high school students and teachers, analyzed their utterances, and created network models of engagements. Qualitative codes were translated into a matrix that was used to build networks of engagement. Centrality measurements, network density, and correlation were utilized. The data indicate that the ENA engagement models among teachers and students in synchronous and asynchronous sessions differed significantly, with teachers providing more frequent and varied feedback during synchronous classes. The network models of engagement reveals that when students attempt to connect with the class, teachers provide corrective and informative feedback in synchronous classes, and merely agreeing and affective feedback in asynchronous sessions. Implications of the findings are discussed in the paper.

11:20-11:45

85609 | *Netnographic Insights: Language Learner Autonomy in an Online language community*

Deni Iskandar, Queen's University of Belfast, United Kingdom

Language learner autonomy, the ability to take control of one's own learning, is crucial with the normalisation of online learning. Some scholars argue, social context influences the development of autonomy as learning is an inherently social process. This research investigates how social interaction within an online community contributes to autonomous learning behaviour. *Kampungnggris.co* was selected for its structured learning, collaborative opportunities, and flexible modalities like WhatsApp groups and Zoom meetings. This study involves the researcher as a participant observer and four homogenously selected Indonesian learners. Data were collected over four months through online observations, critical reflective notes, WhatsApp group chats, and interviews, and analysed using thematic analysis to identify patterns and themes of language learner autonomy. Findings revealed a progression from reactive to proactive autonomy, marked by increased participation and persistence. This transition was influenced by the tutor's strategies including initiating conversation, facilitating peer practices, and providing encouragement, along with a supportive learning environment, and peer support. Key strategies employed by learners included subscribing to online language platforms, learning from social media, creating additional learning communities, and participating in WhatsApp groups. These strategies collectively contributed to the development of language learner autonomy. The netnographic approach provided in-depth insights but also presented limitations, including potential observer bias and challenges in interpreting online interactions due to limited non-verbal cues. Future studies should compare language learner autonomy development in both online and offline learning environments and use mixed methods for greater methodological rigor.

11:45-12:10

85287 | *Literacy and Digital Citizenship in Public Schools in the Sisal Region: Challenges, Resistance, Strength, and Beauty.*

Daiane Mendes, Universidade Federal da Bahia, Brazil

Brazilian education has faced a prolonged crisis, particularly in public schools. This situation worsened with the onset of the SARS-CoV-2 pandemic and its variants since March 2020. School closures exacerbated inequalities among teachers and students lacking access to technological resources necessary for the continuity of the teaching and learning process. Research conducted by non-governmental organizations and data from the Brazilian Ministry of Education highlight the inequality in access to digital technologies in education, reflecting the broader social inequalities affecting the most vulnerable populations. This study aims to analyze public education policies and understand the causes that led to the current state of public education concerning the use of digital technologies during remote learning, focusing on the Sisal territory in the semi-arid region of Bahia. The theoretical framework for this investigation includes studies on digital imperialism, discussed by researchers Shoshana Zuboff and Michael Kwet; pedagogical practices related to the use of digital technologies, based on studies by Professor Juana Sancho Gil; and digital inequality, through data from the Brazilian Internet Steering Committee and the theory of researcher Sue Watling. The theoretical-methodological approach involves documentary research to answer why Brazilian public education has been and remains so distant from digital technologies in the classroom.

10:55-12:10 | (B1) Gothic

Thursday Onsite Parallel Session 2

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

Session Chair: Fuangket Tongwanchai

10:55-11:20

84943 | *Interlinguistic Complexities in the Tense and Aspect Acquisition of Italian Past Perfect: A Study on African Young Adults Learners*

Anna Mantovani, University of Padova, Italy

Greta Mozzato, University of Padova, Italy

Background and Objective. This study investigates the acquisition of the Italian Past Perfect (IPP) among 54 African immigrant young adult speakers of regional varieties of Arabic and bilingual speakers of Wolof and Arabic, all proficient in Classical Arabic (CA) due to Quranic School (Zughoul 1985). **Research Questions.** Q1: Does the obligatoriness of verbal aspect in Arabic impact the acquisition of tense in L2 Italian learners? Q2: How does aspectual and temporal inflection in the Wolof verbal system influence L2 acquisition? Does proficiency in CA interact with the acquisition process? We consider the Aspect Hypothesis (Bardovi-Harlig, Comajoan-Colomé 2020) and the acquisition of the left periphery within the Growing Trees Approach (Rizzi 1997; Friedmann et al., 2021).

Description of the Problem. The IPP, a compound tense comprising an auxiliary and past participle, conveys a perfective aspect with a connotation of completion (Giacalone Ramat 2002). In contrast, Arabic verbs predominantly encode an obligatory aoristic aspect in the past (Wright 1974), while Wolof shows both aspectual and temporal inflection (Robert 2016). These characteristics present challenges during the L2 acquisition of the IPP. Written assessments of Italian L2 learners reveal intralinguistic and interlinguistic errors, including omissions of auxiliaries, preference for the auxiliary 'avere' over 'essere', subject-verb agreement errors, and misuse of past participles in Italian reflexive verbs requiring 'essere'. **Research Design.** This study employs a quantitative and descriptive approach, rooted in interlanguage linguistics theory (Selinker 1972; Pallotti 2017). Error Analysis procedures (James 2001) classify verbal occurrences in the written production of African students (M=18).

11:20-11:45

87714 | *The Application of Cultural Comparison Method in Business Chinese Language Teaching*

Haiying Ma, Shanghai Sihe Culture Co, Ltd, China

The cultural comparison method is often used in foreign language teaching Business Chinese learners in China the first thing that they have to face is the problem of cross-cultural communication. In China, learners often compare their culture with Chinese culture and develop corresponding cognitions and attitudes towards Chinese language and culture based on understanding the similarities and differences. Learners' cognitions and attitudes affect the learning effect and their achievement of learning goals. The teaching of business Chinese, as a special-purpose Chinese, not only cultivates students' language communication skills. It is also an important window for learners to connect with the Chinese language and culture. The cultural comparison method is often used in foreign language teaching, where learners can more deeply understand the differences between the two languages by comparing the specific language unit systems of the mother tongue and the target language. The use of cultural comparison can effectively help students identify the similarities and differences between their native language and Chinese, as well as the similarities and differences between their own culture and Chinese culture. In the process of teaching, business Chinese teachers help students find out the root causes of differences in language and even thinking and communication styles, and then guide students to discuss various phenomena encountered in their work in China, to cultivate their cross-cultural awareness and expression skills.

11:45-12:10

84950 | *Motivations of Spanish Learners in High Schools in Northeastern Thailand*

Fuangket Tongwanchai, Khon Kaen University, Thailand

Darikarn Kotchana, Khon Kaen University, Thailand

In the last decade, the popularity of teaching Spanish as a foreign language in high schools in Thailand has been increasing, especially in Northeast of Thailand. This article aims to analyze motivations that affect high school students in this region to choose Spanish as their foreign language. The questionnaires were given to 170 students who chose Spanish as a foreign language from 8 high schools in the Northeast of Thailand. The results showed that most of students chose to study Spanish by themselves or by their own decision and the teachers also affect the students' decisions. The highest level of intrinsic motivation of Spanish learners is that they would like to be able to read and to communicate in Spanish while the importance of Spanish and the interest of Hispanic language and culture were at a moderate level. According to extrinsic motivations, most of students chose Spanish because they would like to travel to Spanish speaking countries in the future. Nevertheless, the level of the motivations of using Spanish in their future career and living in Spanish speaking countries was quite moderate. In conclusion, the overall average values showed that a level of intrinsic motivations is higher than the extrinsic motivations. It could be interpreted that most of students wanted to study Spanish because of their own interest and passion to learn the language.

10:55-12:10 | (B1) Gràcia

Thursday Onsite Parallel Session 2

Media Studies

Session Chair: Agnes Veszelszki

10:55-11:20

87250 | *The Role of Social Media Platforms (Facebook and Twitter) as a Tool for Campaigning Against Gender-based Violence in South Africa: a Content Analysis*

Phinda Mkontwana, University of South Africa, South Africa

This study examines the role of social media platforms (Facebook and Twitter) as a tool for campaigning against gender-based violence (GBV) in South Africa. There is high rate of GBV in South Africa and over the years mediums of media such as radio, newspaper and television have been used to report cases associated with GBV. Social media in South Africa has created a platform whereby people across the country can participate in campaigns against GBV, this has led to people creating hashtags such as #AMINEXT, #JUSTICEFORTHEVICTIM etc. Social media assists with mobilising public opinion, and it also draws attention to the GBV cases, fostering the government to take actions on the GBV matters. This study seeks to examine the advantages and disadvantages of using social media to campaign against GBV. To accomplish the aim of this study, qualitative analysis will be employed. The objectives of this study are to examine the role that Facebook and Twitter play as tools of gender-based violence campaigns, to determine the challenges that affect these campaigns and to assess the effectiveness of these social media campaigns on GBV cases. Data for the study was collected through content analysis of Facebook and Twitter posts. Thematic analysis was used to analyse the data collected. The study found that Facebook and Twitter play an important role in mobilising public opinion and creating awareness about GBV cases, it further found out that social media has assisted a lot of GBV cases. This paper also found that there are challenges such as digital divide, online harassment, and misinformation.

11:20-11:45

86338 | *Positioning Artificial Intelligence and Human Intelligence in Creative Production: The Synthetic Media*

Gilman Senem Gençtürk Hizal, Başkent University, Turkey

In the academic discipline of communication and media studies, the history of communication and media has predominantly been evaluated through "medium". This technology-first evaluation has limited the nature of the media to the medium and distanced it from understanding the media as an ontological concept. Concepts such as mass media, traditional media, new media, social media and, ott media have been the focus of communication and media studies in different periods. Today, (again) a new media has been added to this media: Synthetic Media. Any media such as images, video, or audio that are "artificially" created or manipulated using computer algorithms is defined as synthetic media. Synthetic media works with deep fakes, virtual influencers, and extended reality forms of artificial intelligence. Synthetic media, which can be used for various purposes such as misinformation and disinformation as well as entertainment and advertisement, raises ethical and epistemic concerns, especially regarding security, verification, licensing, and copyrights. This study aims to discuss the positions of artificial and human intelligence through synthetic media, accompanied by the social and cultural structure of the media, in terms of creative production processes of advertising, cinema, news, design, etc. Accordingly, the study addresses the new forms of creative production within the context of security, verification, licensing, and copyright, accompanied by ethical and epistemic concerns.

11:45-12:10

84804 | *Ethical Dilemmas Related to Image- and Text-Generating Artificial Intelligence from a Hungarian Perspective*

Ágnes Veszelszki, Ludovika University of Public Service, Hungary

"An artist should be happy to find that others are using her name in their prompts. This means recognition! And finding that lots of your images appear in the dataset used for training Generative AI is even more exciting - now your works enter new "generative art history." ... It's elements, patterns and bits will drive generation of new images and will appear indirectly in new art of endless new creators. What can be better?" These are the divisive thoughts of digital culture researcher Lev Manovich, published in response to a group of artists protesting against the rise of image-generating AI and the use of their work. Why are some artists outraged? Is the technological development that artists are protesting against new? Research on artificial intelligence (AI) has been going on since the 1950s. Previous uses were mainly restricted to researchers - this changed radically when OpenAI made its ChatGPT application publicly available and usable at the end of 2022, opening up the way for the widespread use of generative AI. This presentation will address the question of the effects of the widespread use of AI in the field of text and image creation. The way we think about new technological phenomena is determined by how they are presented in the press. Therefore, on the basis of articles on generative AI published in the Hungarian online press, I will use a rhetorical critical analysis to present the ethical dilemmas that arise in relation to generative AI, by thematic categories.

10:55-12:10 | (B1) PobleNou

Thursday Onsite Parallel Session 2

Climate Change and Arts, Media, Culture

Session Chair: Marlene Behrmann

10:55-11:20

82043 | *Exploring Young Adults' Climate Change Awareness and Their Readiness to Adopt Ecological Eating Behaviours: Evidence from Indonesia*

Itsar Bolo Rangka, Universitas Negeri Malang, Indonesia

Nur Hidayah, Universitas Negeri Malang, Indonesia

Fattah Hanurawan, Universitas Negeri Malang, Indonesia

Nur Eva, Universitas Negeri Malang, Indonesia

It is essential for young adults' to comprehend climate change and advocate for an ecological diet to help reform the global food system, reduce emissions, and promote environmental sustainability. Nevertheless, contemporary research frequently underestimates the significance of this endeavour. This quantitative study examined climate change awareness and willingness to adopt ecological eating behaviours among Indonesian young adults. We surveyed 1047 respondents aged 18-22 years using The Climate Change Attitude Scale (2015) and The Ecological Eating Behavior Scale (2011). Data analysis on this study using the Rasch Model as modern psychometric method to understanding of psychological attributes of humans. As a result, young adults' in this study were generally aware that climate change was occurring and they were willing to pay special attention to this issue. On the other hand, readiness to adopt Ecological Eating Behaviors shows similar results, where young adults' consider mainstreaming local products, organic, minimal packaging, seasonal fruit and vegetables, and reducing meat consumption to support environmental sustainability as important in voicing the campaign climate change. Furthermore, there are variations among young adults' responses concerning the demographic factors related to ecological eating practices and awareness of climate change. This study underscores the importance of increasing young adults' awareness through environmental education and counseling, considering climate change disrupts ecosystems, threatens food and health, shifts biodiversity, impacts socioeconomics, and necessitates adaptation and mitigation strategies. The vital role of young adults' who bring energy, creativity and new perspectives in the fight against climate change also discussed in this article.

11:20-11:45

87990 | *The Social Impact of Seeing a Piece of Art: A Qualitative Analysis*

Marlene Behrmann, Ligeti Centre & HFMT Hamburg, Germany

My doctoral project is about the role of aesthetics and culture in the Great Transformation (Polanyi 1944, WBGU 2011) towards a sustainable society. Multi-perspective and transdisciplinary I want to explore the ecological, economic and social/societal dimensions of this transformation. As an introduction to this, I am currently working on a discourse analysis of culture and sustainability. In further steps, an analysis of ecological modes of production ("culture in sustainable development" Dessein; Soini et. Al. 2015); the interactions between and the influence of the cultural institution as a "value creation agent" (Heinrichs/Michelsen 2014) on its stakeholders ("culture for sustainable development" Dessein; Soini et. Al. 2015) will be examined and critically discussed and thus the transformational potential of a "sustainable theater" ("culture as sustainable development" Dessein; Soini et. Al. 2015) will be considered. The measurement of social impact has recently become increasingly common in museums (Verwayen, Fallon et al. 2017). Particularly in exhibitions on topics such as environmental protection, the corona crisis and resource consumption. We know that action is not based on factual knowledge alone. What is it that moves people to rethink and act? And what contribution do art and culture make? This paper deals with results of the impact analysis of the exhibition "Klima_X" (Museum für Kommunikation Berlin, 2024) with the aim of drawing conclusions and transferring them to the performing arts.

10:55-12:10 | (B1) Sants

Thursday Onsite Parallel Session 2

Cultural Literacy & Pedagogy

Session Chair: Shaylyn Marks

10:55-11:20

82712 | *Exploring Culturally Sustaining Practices in Literature: Insights from Pre-service Teachers in an Integrated Teacher Education Program*

Patricia Lane, California State University Fresno, United States

The research question for this presentation is how do the tenets of the Integrated Teacher Education Program (ITEP) such as culturally sustaining pedagogy bridge and/or buffer pre-service teacher experiences? The research design is centered on a case study of ITEP students and their experiences incorporating culturally sustaining pedagogy and culturally relevant literature into the literacy classroom. The purpose of the session is to inform the audience of the ways in which the ITEP pre-service teachers incorporate the ITEP tenet of culturally sustaining pedagogy over the course of their time in the program. The bounded time for the study is two semesters. The presentation will contain action data from the pre-service teachers' reflections on their pedagogical practices. Data from the sessions will be presented and discussed in detail as well as the results and conclusions from the case study.

11:20-11:45

84574 | *Cultural Literacy-Based Brain Gym Training Improves Elementary Students' Creative Thinking*

Nuri Annisa, Universitas Pendidikan Indonesia, Indonesia

Dadang Sunendar, Universitas Pendidikan Indonesia, Indonesia

Mubiar Agustin, Universitas Pendidikan Indonesia, Indonesia

Tatat Hartati, Universitas Pendidikan Indonesia, Indonesia

The necessity of cultural literacy education is growing in the face of globalization, which threatens the survival of regional cultures. This study investigates the effectiveness of Brain Gym exercises in boosting pupils' creative thinking skills in elementary schools. Brain Gym, which mixes physical exercise and cognitive stimulation, has enormous potential for promoting kids' overall development and enhancing their cultural identity. Indonesia's existing education curriculum remains inadequate in terms of blending culture with modern learning methods capable of improving 21st-century skills such as critical thinking, creativity, and social ability. Although prior studies have shown that Brain Gym has a positive impact on numerous parts of schooling, there has been little research on its integration with Sundanese cultural literacy. The purpose of this study is to create a cultural literacy-based Brain Gym model that will help primary school kids improve their creative thinking skills. This study employs the Research and Development (R&D) approach in multiple stages, including needs analysis, development, testing, assessment, and improvement of the Brain Gym training program, which is infused with Sundanese culture. The research sample included 120 primary school kids from Bandung who were divided into experimental and control groups. Data were gathered using written assessments, observations of social interactions, and cultural literacy tests. The findings suggest that students who participated in the Sundanese culture-based Brain Gym training program saw considerable gains in their creative thinking abilities. The t-test revealed significant differences between the experimental and control groups.

11:45-12:10

83713 | *Cultivating Critical Self-Reflection with Novice Educators as a Means to Strengthen Culturally Responsive and Sustaining Pedagogies*

Shaylyn Marks, California State University Bakersfield, United States

This presentation attempts to unpack how to develop an internal dialogue within novice educators that questions how to develop and/or maintain cultural competence and develop critical consciousness. While educators are willingly latching onto integration of more diverse teaching materials, the underlying ideological shifts, inclusive of critical self reflection and development of critical consciousness, is not always being made. As King et al. (2020) states, "although educational scholars and preservice teacher education programs continue to encourage teachers to develop cross-cultural and historical understanding of their students, research indicates that teachers must also be introspective, developing ideas and understandings about themselves in both micro and macro contexts (Hull, Stornaiuolo, & Sahni, 2010; Paris, 2012)" (p. 58). As such, this presentation works to disseminate findings from a recent study. Through the examination of students' critical reflection practice and work samples, the study conducted worked to gain understanding as to how providing space and agency to engage in critical reflective work helped to cultivate a sense of "teacher identity" and develop critical consciousness, which both work to developing a stronger foundation for culturally responsive and sustaining pedagogical practices. The study demonstrates the ways in which novice educators navigated these critical encounters and challenged their critical reflective skills as a means to develop their culturally responsive and sustaining ideologies and pedagogical practices. Thus, this presentation works to disseminate findings from the study conducted to make research-based recommendations for teacher educators regarding the development of culturally responsive and sustaining ideologies amongst preservice and novice educators.

Notes

[illegible]

13:10-14:50 | (1F) Barceloneta

Thursday Onsite Parallel Session 3

Teaching Experiences in International Education

Session Chair: Tony Cripps

13:10-13:35

84500 | *Professional Challenges and Opportunities for Transnationally Mobile Teachers*

Kay Gallagher, Emirates College for Advanced Education, United Arab Emirates

Anna Dillon, Emirates College for Advanced Education, United Arab Emirates

Rory McDaid, Marino Institute of Education, Ireland

The recent exponential growth in international schools worldwide has fueled a global demand for transnationally mobile teachers. Such schools are increasingly popular with both local and expatriate families, especially in high-growth economies in Asia and the Arabian Gulf, and offer a range of international curricula taught through the medium of English. As a result, qualified and experienced educators from the traditional English-speaking nations including Canada, the UK, and Ireland are in high demand to staff these schools. Within the context of a global shortage of teachers (UNESCO, 2024), the new phenomenon of an internationally mobile teaching profession has implications for the work of transnational teachers in both their home country and their host country. This paper focuses on the case of expatriate teachers in one of the Arabian Gulf states with a high number of international schools, the United Arab Emirates (UAE), a location which is seen as an attractive destination for self-initiated expatriates (Dillon & Ali, 2019), and which has attracted significant numbers of teachers from one small country, Ireland, in recent years. Drawing upon interview and survey data with transnational Irish teachers in the UAE or following their return to Ireland, facets of their cross-cultural teaching experiences are examined in this paper, including how they experience and deal with diversity in students, curricula, languages, and school ecosystems. In so doing, the papers seeks to inform the profession about some salient challenges and opportunities in transnational teacher mobility.

13:35-14:00

88221 | *Navigating the Factors Influencing Expatriate Teachers' Decisions to Leave: A Study of UAE Schools*

Shaikah Al-Taneiji, United Arab Emirates University, United Arab Emirates

This study explores the factors influencing expatriate teacher retention in the UAE, focusing on personal, school-related, and external elements. Specifically, it examines how personal characteristics, such as age, gender, marital status, qualifications, family considerations, and personality traits, affect teachers' adaptation to the UAE and their decisions to remain in or leave the profession. The study also evaluates the impact of school environment characteristics and external factors, such as cultural and environmental influences, on teacher retention. A questionnaire was distributed via Google Forms to both public and private schools in the UAE, with a total of 580 expatriate teachers participating in the study. Of the participants, 77% were female and 23% were male. Regarding age distribution, 41% of the teachers were between 25-34 years old, 32% were between 18-24 years old, and 27% were between 35-44 years old. The findings indicate that personal and external factors play a significant role in retention decisions, particularly among younger teachers, unmarried expatriate teachers, and those without children. Additionally, teachers with less experience are more influenced by cultural factors, while environmental factors are especially critical for retaining expatriate teachers in Dubai. The study also highlights that location and type of school significantly impact retention, with higher retention rates observed among teachers in Abu Dhabi and those working in public schools. The research offers valuable insights into the complexities of expatriate teacher retention and suggests areas for further research, particularly in exploring the effectiveness of cultural adaptation programs and other support mechanisms.

14:00-14:25

81330 | *Priming University Students for the Reality of Teaching English in Japan*

Tony Cripps, Nanzan University, Japan

Takao Imai, Nanzan University, Japan

Sean Toland, The International University of Kagoshima, Japan

In Japan the support structure for pre-service English teachers is less than ideal. Preparatory training for pre-service teachers at Japanese universities typically emphasizes pedagogical theory, the historical context of English education in Japan, and legal considerations, yet allocating only a limited timeframe to hands-on practical training. Consequently, the practical training component integrated into the teaching license course, especially the on-site teaching experience at junior and/or senior high schools which provides a short teaching practicum window of only two or three weeks, is wholly inadequate. This paper outlines a support structure for pre-service English teachers which is being developed at a private Japanese university. The paper will identify the main challenges which Japanese pre-service English teachers face, before going on to describe the support framework which has been constructed for them. The focus of the paper will then shift to the support which was provided before a cohort of pre-service English teachers (n=9) started their teaching practicums. The experiences of the pre-service English teachers' practicums will be explicated through an analysis of the data that emerged from an online questionnaire and the participants' teaching diaries. The post-practicum oral feedback from an online debriefing workshop will also be highlighted. The participants' comments provide an insight into the challenges which pre-service English teachers face when being thrown into the teaching arena with minimal support. Lastly, suggestions are made as to how the support system for Japanese pre-service English teachers can be improved.

14:25-14:50

87839 | *The Transformative Impact of Experiential Learning in U of T's Annual Art Acquisition Process*

Sasa Rajsic, University of Toronto, Canada

Participating in the Hart House, University of Toronto's (U of T) annual art acquisition process provides students with an exceptional experiential learning opportunity that extends beyond traditional classroom settings. As the only major national art collection of its scale entirely funded and acquired by students, this process allows them to play a crucial role in selecting, curating, and acquiring contemporary Canadian art. This hands-on involvement develops practical skills directly applicable to careers in the art world, museums, and cultural institutions. The educational impact of this experience is significant. Students become active participants in a decision-making process that demands critical thinking, collaboration, and an understanding of aesthetic and cultural values. Through discussions about the significance of each work and its cultural context, they deepen their appreciation for contemporary Canadian art and its role in societal conversations. For international students, this experience is particularly transformative. It offers a unique lens to understand Canada's cultural identity and artistic heritage, fostering a deeper connection to their host country. Contributing to a nationally significant and internationally regarded collection gives them a sense of ownership and pride, knowing their decisions will have a lasting impact. Additionally, students develop transferable skills such as project management, budgeting, negotiation, and communication. By navigating the art market and making informed acquisitions, they learn to balance artistic integrity with financial considerations. This experiential learning opportunity not only enriches their academic journey but also empowers them to contribute meaningfully to cultural preservation on a global scale.

13:10-14:50 | (1F) Mar Bella

Thursday Onsite Parallel Session 3

Inclusive Education

Session Chair: Diana Breshears

13:10-13:35

86659 | *Inclusion in Canadian Schools: A Policy Analysis and Examination of School District Website Data*
Steven Sheppard, University of Calgary, Canada

Inclusion remains a highly contested issue within K-12 educational systems globally, and Canada is no exception. This paper explores how inclusion is conceptualized and implemented within Canada's school systems through a critical analysis of national and provincial education policy documents and local school district websites and enrollment reports. By focusing on the nature of inclusion as defined in various provincial standards and guidelines, this paper aims to uncover the theoretical and practical understandings of inclusion within Canadian schools. Through the lens of Critical Disability Studies, this study examines the extent to which inclusive practices are reflected in policy and manifest within local school boards, with a particular emphasis on program offerings and student demographics as presented on school district websites. The findings will contribute to ongoing debates about the implementation and effectiveness of inclusive education, providing insights into the struggles and successes of creating inclusive environments in Canadian schools.

13:35-14:00

86744 | *Lived Experiences in Professional Psychology Training and Practice Among Individuals with Mental Health and Sensory Disabilities: A Qualitative Study*
Anindhita Parasdyapawitra Amaranggani, Universitas Gadjah Mada, Indonesia
Audifa Swastriana Putri, Universitas Gadjah Mada, Indonesia
Farah Fauziyah, Universitas Gadjah Mada, Indonesia

Individuals with mental health problems are often drawn to becoming psychologists to better understand themselves and manage their conditions. With direct understanding from their own experiences, these practitioners can help others more effectively. However, they face significant challenges throughout their education, training, and practice. Understanding their experiences is crucial for developing more inclusive psychology education and training programs. This study involves two clinical psychologists with mental health and sensory disabilities, using a qualitative approach with Interpretative Phenomenological Analysis (IPA). Data were collected through in-depth semi-structured interviews. The data analysis revealed five superordinate themes: 1) Pre-education condition, 2) Barriers and challenges in education and training, 3) Protective factors, 4) Stressors as psychologists with disabilities, and 5) Meaning of life as psychologists with disabilities. Participants encountered various obstacles and challenges in their education, training, and professional practice but found meaning and satisfaction over time. The majority of the obstacles and challenges faced stemmed from the participants' internal conditions and stigma from various parties. Protective factors included close relationships and professional assistance. The participants' meaning of life grew through a long process of understanding and transforming themselves after experiencing negative events and mental disorders, even long before their education. This journey led them to find satisfaction and fulfillment in their profession as psychologists. This study underscores the importance of implementing more supportive mental health policies in educational and professional settings.

14:00-14:25

85326 | *Cultural Safety in Higher Education: The Case of Cultural Minority Students at Kuwait University*
Alanoud Alrashidi, Kuwait University, Kuwait

Cultural safety is a critical priority of multicultural educational institutions, describing an educational environment that is respectful and inclusive of diverse cultural backgrounds. This study aimed to determine the level to which cultural minority students at the College of Education, Kuwait University, feel cultural safety in classrooms. We used a descriptive correlational approach, and the instrument consisted of 30 items distributed over five dimensions: respect, acceptance, participation in decision-making, belonging, and equity, was applied to a sample of 31 male and female students from cultural minorities (Arab & non-Arab: African, Asian, and European) during the academic year 2023/2024. Results showed that cultural minority students feel moderately culturally safe in general ($M = 59$, $SD = .97$), moderately as well toward professors, but a low level toward other colleagues. There was also a strong positive correlation ($r = .89$) between students' feelings of cultural safety and their GPAs, and there is a statistically significant difference in favor of male students ($M = 56$, $SD = .86$) and Arab students ($M = 55$, $SD = .93$) in feeling cultural safety. The results suggest that feeling culturally safe affects international students' experiences. Recommendations included: Universities should ensure a culturally safe environment for international students, increase general awareness and knowledge of cultural diversity, and develop training programs to promote intercultural competencies.

14:25-14:50

83721 | *Identity-Affirming Education: Exploring Diversity and Humanizing in Higher Education Institutions in South Africa*
Diana Breshears, University of the Free State, South Africa
Rentia du Plessis, University of the Free State, South Africa
Luzelle Naudé, University of the Free State, South Africa

Despite the diversity of the modern South African university, studies show that university culture and pedagogy remain overtly Western. This study explores how black South African students perceive the role of communication in creating an inclusive, diverse, and humanizing pedagogy in higher education, as well as the lecturer and/or institutional behaviors they identify as encouraging or inhibiting this process. Five focus groups were facilitated with a total of 29 participants. Discussions considered diversity within the institution, the impact of institutional policies on educational experiences, the inclusive and exclusive role of language, and the importance of communication/interaction to unify students in a diverse university setting. Students explained how they feel valued and thrive in educational environments where their backgrounds, experiences, learning styles, and identities are respected, but reported a disconnect between university policy and practice. They feel that it is not enough to put diverse students in the same space; there needs to be facilitation of student interaction on a meaningful level to build the cohesion that they desire. In the face of significant diversity in backgrounds and cultures, more effort is needed to create a socially fair and inclusive campus culture, particularly on the institutional level. Themes reflect the importance of a humanizing pedagogy, both inside and outside the classroom to foster students' holistic development, advocating for transformative action against structural impediments, and emphasizing educators' responsibility in creating a supporting environment. Specific themes and implications of the findings will be discussed.

13:10-14:50 | (1F) Nova Icaria

Thursday Onsite Parallel Session 3

Education & Difference: Special Education, Learning Difficulties & Disability

Session Chair: Mary Zanfini

13:10-13:35

84406 | *Exploring Spatial Concepts Through Tangible Interactions: A Design for Allocentric Spatial Development in Blind and Severely Visually Impaired Children*

Amalia Maria Paoletta, University of Molise, Italy

Luca Refrigeri, University of Molise, Italy

Francesca Baralla, University of Molise, Italy

Raffaele Di Fuccio, University of Pegaso, Italy

For blind and severely visually impaired (VI) children, developing allocentric spatial concepts, which involve understanding spatial relationships from an external perspective, presents a unique challenge. Traditional educational methods often rely on visual aids, limiting their effectiveness for this population. Tangible user interfaces (TUIs) offer an alternative approach, utilizing physical objects to represent and manipulate digital information. This paper proposes a TUI design specifically tailored to foster allocentric spatial development in blind and VI children. The proposed TUI, named "Spatial Explorer", consists of a set of interactive physical objects and a corresponding software application. Children can manipulate these objects to explore spatial relationships, receive haptic feedback, and engage in interactive learning activities. The software application provides additional support, including audio guidance, visual representations for sighted educators, and personalized learning pathways.

13:35-14:00

87202 | *Parent Education in 0-36 Months in Turkey: Investigation of Educational Practices for Individuals with Hearing Loss and Their Parents*

Halil İbrahim Yildirim, Anadolu University, Turkey

Murat Doğan, Anadolu University, Turkey

Mahire Kiliç-Koca, Anadolu University, Turkey

Ramazan Bekar, Anadolu University, Turkey

In Turkey, the term "parent education" is used for family-centered early education in the 0-3 years period. In the literature, systematic parent education practice is not purely defined and there are differences between theory and practice. The aim of this study was to determine the quality of parent education practices offered to families of children with hearing loss (CHL) aged 0-3 years in Turkey. For this purpose, as mixed methods sequential-explanatory research, a questionnaire (Parent Education Experiences Questionnaire-Parents of Children with Hearing Loss [PEEQ-CHL]) was first applied to 268 parents, then semi-structured interviews were conducted with 10 parents to deepen the findings. Participant information forms and researcher diaries were also utilized. While qualitative analyses are in process, quantitative data were reported based on the emerging topics of the semi-structured interviews. Accordingly, information, guidance, intervention and evaluation are the emerging topics. The questionnaire findings related to informing show that parents were highly informed (70.9%-96.2%). For guidance, families have difficulties in being directed to psycho-social support resources. In the intervention, it is seen that parents received adequate training (84.7%-97.0%). In the evaluation, it was revealed that there was a significant need for home visits (21.9%). With the completion of the qualitative data analysis, the quality of the education offered to CHL and their parents will be described in detail, and effective implementation suggestions can be developed based on research.

14:00-14:25

87203 | *Determination of Online Parent Education Needs of Parents of Children with Hearing Loss Aged 0-3 Years in Türkiye*

Mahire Kiliç-Koca, Anadolu University, Turkey

Murat Doğan, Anadolu University, Turkey

With the development of telecommunication technology, "telepractice", a form of distance education, is becoming widespread. In the parent education of children with hearing loss with telepractice, education is run through coaching without the need for the parents and the practitioner to be in the same environment. As face-to-face education opportunities became more difficult during the Covid-19 pandemic, online parent education (OPE) practices started to be implemented in Türkiye. The need for systematization of the OPE required needs analysis. The aim of this study was to determine the needs and suggestions for the OPE practices offered to parents of children with hearing loss. Semi-structured interviews were conducted with 5 mothers and 3 professionals previously participated in OPE. Participant information form and researcher diaries were also utilized in this case study. After descriptive analysis, the themes of Transition to OPE, OPE Content, Roles in OPE, Advantages of OPE, OPE Implementation Requirements, Suggestions for OPE were reached. Accessibility was seen as an important advantage in OPE. Ensuring family participation and difficulty in evaluation were the critical requirements. Creating an online platform for the systematic implementation of the application, receiving interaction videos from parents and observing the child with live connections are among the suggestions. Recommendations for the OPE can provide a step for practitioners in systematizing their practices.

14:25-14:50

87082 | *Humanistic Research with Neurodiverse Adults*

Mary Zanfini, Empire State University, United States

A humanistic research pilot addressing Diversity, Equity and Inclusion (DEI) goals was devised for Empire State University (ESU) students. The intent was to bring two disparate groups together for the purpose of composing poetry. Neurodiverse adults from a community group, Lifestyles for the Disabled, joined the College students. This provided ESU students with an opportunity to conduct service-learning with neurodiverse adults while enhancing all participants' quality of life. The curriculum used accessible forms of poetry: blackout, haiku, acrostic and color poetry. Then more challenging forms were incorporated: partner and concrete poems. College students and the neurodiverse were intermingled to create poetry. Then individuals created their own poems. Each week volunteers shared their poetry with the group. The class also studied several poets who struggled with adversity: Langston Hughes, Etheridge Knight and Edgar Allan Poe. A field trip was taken to Poe House in the Bronx. The culminating event, a Poetry Slam, took place with the participants and their families at "Lifestyles for the Disabled" headquarters. The program proved popular with all class members. One indicia of success was the publication of participants poetry in an article about the class in "The New York Times". Another was the pride and joy felt among the participants and their families in their shared poems. This program could serve as a model for similar efforts at other schools and with other types of community groups. All students praised the partnership effusively.

13:10-14:50 | (1F) Sant Sebastià

Thursday Onsite Parallel Session 3

Inclusion & Social Justice in Higher Education (Workshops)

Session Chair: Chanel Herbert

13:10-14:00

87855 | *Dare to Decolonise: a (Rather Messy) Roadmap for Educators*

Laura Sharp, University of Glasgow, United Kingdom

Ailsa Foley, University of Glasgow, United Kingdom

Mia Wilson, University of Glasgow, United Kingdom

Julie Langan Martin, University of Glasgow, United Kingdom

Samuel Owusu Achiaw, University of Glasgow, United Kingdom

Several higher education institutions (HEIs), including the University of Glasgow (UoG), have committed to optimising equality, diversity, and inclusion (EDI) and challenging colonial ideals upheld in curricula. However, a scarcity of resources and evidence-driven materials, resistance to change, Eurocentrism, anxiety about positionality, and difficulties defining decolonisation make this a mammoth task for educators.

Since 2021, staff in the UoG's School of Health and Wellbeing (SHW) have adopted a multipronged approach to enhancing EDI and commencing curricula decolonisation. Student collaborations ensures a range of voices are represented. The Director of the Institute for Educational and Social Equity has recognised our team as 'motivated allies'. However, we did not start with (nor do we yet have) expertise, and our positions are ones of relative privilege. Despite this, it seemed imperative to begin.

This workshop will demonstrate the cyclical improvement approach taken to auditing and enhancing courses in the SHW. This will be achieved through an interactive session mirroring how we engaged students in the process, drawing on principles of active learning and gamification. Our aim is to: 1) provide workshop attendees who may be interested in decolonisation but are hesitant to start an opportunity to 'give it a go', and 2) create a collaborative learning environment. We believe there are several 'right approaches'. The showcasing of those we have engaged is intended to both offer ideas and foster debate among presenters and attendees on future progression, in our efforts specifically as well as the broader movement to decolonise curricula in HEIs.

14:00-14:50

84985 | *Beyond Anti-Black Racism Training to Transformational Action: The Kit for Centering Black Youth Wellbeing*

Uzo Anucha, York University, Canada

Chanel Herbert, York University, Canada

Maria Pineros, York University, Canada

In 2020, the death of George Floyd sparked countless demonstrations about Anti-Black Racism globally. Since then, there has been an increase in courses and workshops about anti-Black racism - what it is and how to recognise it in its different forms. Four years later, there's a lot of knowledge about ABR without a roadmap showing how to convert that knowledge into action. How do we move forward with meaningful conversations? What actions can be taken to cultivate practices and alliances that challenge, disrupt and combat systematic anti-Black racism?

Anti-Black racism work is a continuous journey of transformation that requires ongoing reflection, learning, and unlearning. During this interactive workshop, we will be using our Call-In-Cards with the themes Black Youth Voice, Black Youth Mental Health and Wellbeing, Intersectional Identities and Allyship to have some of those meaningful conversations by centring critical self-reflexivity as the source and impetus to connect understandings of anti-Black racism to anti-Black racism action. The Call-In-Cards foster dialogue by encouraging the identification of deep-seated assumptions without being called out, and the development of actions for centering Black youth wellbeing.

When we 'call-in' rather than 'call-out', we invite ourselves, colleagues, and peers into a conversation that draws attention to bias, prejudice, microaggressions, and other forms of discrimination as well as power and privilege to facilitate learning, growth, and change. These conversations require gracious spaces that are supportive and nonjudgmental. More importantly, critical self-reflexivity is always an action-focused project, never still and only useful when followed by thoughtful, transformative action.

13:10-14:50 | (B1) Eixample

Thursday Onsite Parallel Session 3

AI & Digital Transformation in Higher Education

Session Chair: Aihua Yang

13:10-13:35

82706 | *Digital Transformation in Higher Education: Opportunities, Challenges, and Countermeasures*

Xiao Lu, National University of Defense Technology, China

Yidan Liu, National University of Defense Technology, China

Jia Huang, National University of Defense Technology, China

Nowadays, the digital transformation of higher education has emerged as a significant trend. Digital technologies provide new paths for optimizing resource allocation and improving teaching quality and efficiency in higher education, while also promoting systematic changes in teaching methods, educational concepts and management models. However, the transformation process faces many challenges, such as the lag in the application of new technologies, the "digital divide" caused by uneven resource distribution, latent risks in information security and privacy preservation, inadequate digital literacy among teachers, and insufficient self-management ability of students in digital learning. To address these challenges, this article proposes countermeasures from the aspects of policy guarantees, conceptual updates, technical support, resource construction, teacher training, model innovation and evaluation feedback. It emphasizes the need for clarifying transformation objectives and visions, constructing a digital teaching milieu, and establishing a data-driven decision-making mechanism. This will facilitate the deep integration of information technology with education, leading to a comprehensive upgradation in higher education teaching and learning.

13:35-14:00

86402 | *Conceptualising of Social Media Traits Towards Higher Education Teaching and Learning*

Dian Wahyuningsih, University of Southampton, United Kingdom

John Schulz, University of Southampton, United Kingdom

Nora McIntyre, University of Southampton, United Kingdom

The use of social media has been proliferating throughout society since the invention of Web 2.0. Despite the negative issues about the inappropriate use of social media, such as personal privacy, technical constraints, concerns of ambiguity and workload, through various recent studies, its existence is valuable in supporting teaching and learning at the higher education level where these activities are more autonomous and flexible. It facilitates the creation and dissemination of learning resources, provides constructive learning activities, and evaluates the learning process and results. This phenomenon happens because social media has unique traits humans need to survive in this digital era. Therefore, higher education institutions have begun opening themselves to social media as a crucial educational tool. This narrative review aims to conceptualise and identify social media traits that create harmonious higher education teaching and learning in the digital era. The review meticulously analyses 26 selected studies from the Proquest, Science Direct, and Google Scholar databases from 2020-2024. The results have revealed seven traits of social media that are instrumental in the context of teaching and learning at higher education levels. These traits, grouped into four dimensions, are as follows: engagement, interpersonal (affirmation, collaboration, and emotional contagion), cognitive (hypermedia and straightforward), and creation. This study recommends further research on the traits to understand better their functions and impacts, which can be the basis for the emergence of notions about social media applications for education.

14:00-14:25

87118 | *Digital Transformation and Teacher Competencies in Higher Education: A Post-Pandemic Analysis*

Karolina Gonzalez, Universidad Militar Nueva Granada, Colombia

The COVID-19 pandemic accelerated the integration of Learning and Knowledge Technologies (TAC) in higher education in Colombia, following directives from the Ministry of National Education (MEN) that mandated the virtualization of academic activities. This study examines the impact of this situation on the digital competencies of educators across five key areas. A qualitative approach was employed, utilizing virtual ethnography and hermeneutic methodology to interpret data collected through online questionnaires. The data was analyzed using Nvivo software to identify patterns and trends in teachers' media literacy. The findings indicate a general improvement in the digital competencies of educators between 2019 and 2022. The area of informational literacy showed stability with a trend towards high competence levels. In the realm of digital communication and interaction, there was a notable increase in the use of digital tools for collaboration. Content creation also saw an enhancement, particularly in the application of intellectual property rights and usage licenses. Additionally, there was a heightened awareness and application of information security measures. Problem-solving emerged as an area of growth, with educators developing skills to address unexpected challenges in digital environments. The pandemic significantly advanced educators' digital competencies, facilitating better adaptation to TAC. This progress included greater technological integration in higher education, overcoming generational and geographical barriers, and promoting content creation and digital interaction.

14:25-14:50

81738 | *Research on the Path of Artificial Intelligence Empowering Innovation and Entrepreneurship Education in Colleges and Universities*

Aihua Yang, National University of Defense Technology, China

Xiao Lu, National University of Defense Technology, China

Zhenzhen Jia, National University of Defense Technology, China

Innovation is increasingly becoming the core driving force for global economic development and growth, and innovation and entrepreneurship are one of the important components of current university education work. With the rapid development of artificial intelligence technology, today's society has entered an era centered on intelligence. In the era of intelligence, the traditional mode of innovation and entrepreneurship education in universities has exposed some "shortcomings" that are not suitable for technological development and market demand. Under the premise of defining the two basic concepts of artificial intelligence and innovation and entrepreneurship, this paper first analyzes the problems faced by traditional innovation and entrepreneurship education in universities in the era of intelligence. Then, the reform path of AI empowering innovation and entrepreneurship education in universities was explored from four dimensions: educational philosophy, curriculum design, teaching methods, and self-learning. Finally, an intelligent era university innovation and entrepreneurship education ecosystem was constructed from the three main bodies of government, universities, and enterprises. Among them, the government plays a guiding role, universities are the core force, and enterprises undertake the assistance function.

13:10-14:50 | (B1) Gotic

Thursday Onsite Parallel Session 3

Teaching & Learning Strategies in Foreign Languages Education

Session Chair: Gabriela Christie-Toletti

13:10-13:35

84532 | *Peer Feedback: an Assessment Tool or a Learning Strategy?*

Rubina Gasparyan, American University of Armenia, Armenia

As a formative assessment tool, peer feedback is, perhaps, one of the least valued and one of the most shunned. This interactive session aims to address the importance and value of peer feedback in providing learners with reflective strategies and in promoting autonomous learning. A case study of implementing peer feedback as a regular classroom activity aimed at enhancing productive skills will be discussed. Peer assessment is claimed to support problem-solving, collaboration, and negotiation skills; therefore, strategies were developed aimed at developing those skills among freshmen learners of a private university for whom this type of formative assessment was entirely new. Those strategies included creating and using checklists based on rubrics reflecting SLOs (student learning outcomes), giving anonymous written feedback to peers' continuous informal presentations, commending and giving recommendations to peers to help them improve their speech and platform skills, as well as reflecting on peer assessment and comparing/contrasting it with their self-assessment results. The presentation will further address the steps necessary to empower students with strategies of giving meaningful and insightful peer feedback on their way to becoming problem solvers through using these strategies for their own learning. Further, attendees will be invited to share their experience in a follow-up discussion.

13:35-14:00

83736 | *Impact of High-Frequency Vocabulary Activation Strategies in Improving Rural ESL Learners' Speaking Skills: A Study of Secondary School in Khurda*

Raju Dhuli, Indian Institute of Technology Bhubaneswar, India

Rajakumar Guduru, Indian Institute of Technology Bhubaneswar, India

This paper investigates the effectiveness of employing vocabulary activation strategies to enhance the speaking proficiency of English as a Second Language (ESL) learners situated in rural areas. Acknowledging the distinct challenges encountered by ESL learners in rural areas, the study explores the possible influence of specific vocabulary knowledge through strategies on improving oral communication skills. The study adopted the quasi-experimental pretest-posttest control group design. The data were collected from 220 adult ESL learners in three government secondary schools in Khurda district, Odisha, India. The researcher assigned experimental (N = 120) and control (N = 100) learning groups. The experimental group received treatment of high-frequency vocabulary learning through strategies from a newly developed corpus-based word list focusing on high-frequency vocabulary, such as the New General Service List (NGSL) for improving speaking skills. On the other hand, the control group received the traditional treatment. Students' learning gains were compared between experimental and control groups after the intervention. The research hypotheses were validated through statistical analysis of the gathered quantitative data. The participants' vocabulary knowledge and speaking skills were tested in pre- and post-tests; the findings indicated that using high-frequency vocabulary contributed significantly to improvements in the knowledge of high-frequency vocabulary and speaking skills. The examination of the data showed that the experimental group outperformed the control group in speaking proficiency. The findings of the study contribute to the existing body of knowledge on speaking skills and offer practical insights for educators and policymakers seeking to enhance vocabulary and speaking skills in rural contexts.

14:00-14:25

83576 | *Comparing Teachers' Communication Strategies in EFL Classrooms: The Influence of Institutional Practices in Private and Public Institutions*

Afzal Khan, Al Khaleej Training and Education; King Saud University, Saudi Arabia

This study investigates teachers' communication strategies in EFL classrooms at four Higher Secondary Schools in Pakistan. The study aims to determine institutional practices' influence on teacher interaction patterns by applying L1 or L2-based strategies to facilitate communication. The L1-based strategy by the teachers reduces the chances of foreign language learning in the classroom, and the L2-based strategy maximises the language learning opportunities. Teachers at public sector institutions are assumed autonomous to use either L1 or the target language. In contrast, teachers in private institutions feel less secure in retaining their jobs and, hence, are assumed to be more proficient in the target language and use L2-based strategies in classrooms, facilitating language learning. A mixed-method design was used to compare the similarities and dissimilarities between the frequency and types of communication strategies by 12 non-native teachers from 2 government and private institutions in 36 sessions. This study used the theoretical framework introduced by (Tarone, 1980), based on social interaction perspectives. The findings reveal that teachers in private institutions used an L2-based communication strategy with significant numbers, which addressed the speaker's needs in the target language, and the interaction remained effective in facilitating language acquisition. Teachers at public sector institutions used an L1-based strategy with higher frequency, which indicated less proficiency in the target language and reduced the effect of interaction in the target language. Hence, institutional practices influence teachers' interaction patterns and classroom language learning. The study has significant implications for foreign language learners, L2 teachers, researchers and curriculum designers.

14:25-14:50

80104 | *Breaking Boundaries: Embracing Transdisciplinary Dimensions in Foreign Language Teaching and Learning*

Gabriela Christie-Toletti, Tidewater Community College; Old Dominion University, United States

This study offers an investigation into the efficacy of using a transdisciplinary approach to foreign language instruction as well as recommendations for creating a transdisciplinary classroom. Language teaching includes the intrinsic contributions of several disciplines, including linguistics, psychology, philosophy, sociology, technology, cultural studies, and history. However, the goal of transdisciplinary foreign language education is to foster approaches that go beyond interdisciplinary (beyond bridge) and multidisciplinary (beyond additive). Since a transdisciplinary approach entails contributions from several disciplines in a coequal partnership, it aims to transcend disciplinary borders and has relevance beyond academic domains. Participants in this study were US university students studying Intermediate Spanish. They were encouraged to create research projects that examined contemporary issues in Spanish-speaking nations and in the greater Hispanic and Latinx diaspora. Students synthesized perspectives, responded to new and developing real-life situations, and examined phenomena using the knowledge and abilities from multiple disciplines in an equal collaborative effort. With the help of this method, students were able to establish significant connections and cultivate a more profound cultural comprehension of language in real-world contexts. According to assessments, these students outperformed earlier Intermediate Spanish students in all four language skills (speaking, writing, listening, and reading). This study underscores that successful language teaching extends beyond imparting language and cultural knowledge. A transdisciplinary approach to language instruction is complex and multilayered; it integrates diverse disciplinary viewpoints, transcends the confines of academic boundaries (within, across, and beyond disciplines), and provides more holistic learning opportunities.

13:10-14:50 | (B1) Gràcia

Thursday Onsite Parallel Session 3

Media Studies

Session Chair: Scott Wysong

13:10-13:35

87829 | *'Post to Succeed': Social Media Usage and Self-presentation by Professional Female Footballers on Instagram and TikTok*
Wan Atiya Wan Ibrahim, University of Gloucestershire, United Kingdom

This research enhances the understanding of social media's role in women's football by employing a sequential, mixed-methods approach to examine how Instagram and TikTok influence the self-presentation of female professional footballers. The research begins with a content analysis of players' social media accounts, followed by interviews with players and media professionals to address the central question: "How do female professional footballers brand themselves on Instagram and TikTok?" Utilising Erving Goffman's theories of self-presentation, the research assesses attention, reach, and engagement with fans. The initial phase collects data on players' social media activities before, during, and after the Women's EURO 2022 Championship, analysing content type, posting frequency, and interactions. Findings indicate a preference for Instagram, with players favouring full-body shots, upright poses, standing stances, and sports-oriented content in their most-liked posts. Interviews with players, journalists, and club media managers further illuminate social media's influence on self-presentation. While the second phase of the analysis is ongoing, the initial findings have identified thirty-seven codes and five themes that elucidate players' self-presentation strategies. These themes encompass self-presentation, growth factors, shifts in posting frequency, the impact of gender displays on online personas, and fan engagement. The research advocates for social media training to enhance players' online presentation. Despite the professionalisation of women's football enhancing player visibility, challenges such as gender discrimination persist, with female players often judged by appearance rather than skill. Overall, the research offers critical insights into the strategies and rationale behind players' self-presentation before, during, and after the Championship.

13:35-14:00

82720 | *Serendipity or Bad Blood? Cohesion and Conflict in Global Music-Based Fandoms*
Jessie K. Finch, Northern Arizona University, United States
Eylin Palamaro-Munsell, Northern Arizona University, United States

We investigate music-based fandoms and how their interactions are informed by larger social-identity structures. How do different perspectives complicate fans' sense of belonging? We argue social identities impact fan camaraderie in two global communities: Taylor Swift and BTS. We explore how perceived values of the artists interact with social systems to create conflict and/or cohesion in fandoms. Fans of K-Pop group BTS (ARMY) count in the millions as a social force to be reckoned with. BTS fans in the U.S. participated in interviews which focused on their lived experience in the fandom. Similarly, Swifties have mobilized from social media to the voting box. Publicly available data from Twitter/X on Taylor Swift fan accounts were scraped for content analysis. BTS's fans describe deep cohesion, potentially due to shared social identities. Common life experiences may contribute to BTS fans' shared values which provides a social short-cut for connection and support in both online and offline spaces. Alternatively, some Swift fans have splintered based on sexual identity. The "Gaylor" sub-fandom (many of whom identify as LGBTQ+ and provide queer readings of Swift's work) is at odds with fans who oppose speculation on Swift's sexuality and art. "Swifties", and in particular, "Hetlors" troll Gaylors online with abusive, insulting posts. This results in animosity between fan sub-communities, but also intensified bonding within each group. While music-based communities are often seen as monolithic, this panel expands our understanding of how social identities inform interactions within and between fandom communities.

14:00-14:25

87738 | *Laps of Loyalty: Netflix's Drive to Survive and the Growth of Formula 1 Fandom in the United States*
Scott Wysong, University of Dallas, United States
Major Ellis, Independent Scholar, United States
Ben Dilla, University of Dallas, United States

Formula 1 racing, a global sensation, has historically grappled with securing a substantial viewership in the United States, where domestic racing genres like NASCAR have reigned supreme. Recent trends, however, reveal a burgeoning American F1 fanbase, most notably after the debut of the Netflix documentary series Drive to Survive. Using the Psychological Continuum Model, this study posited that heightened interest with the docuseries would enhance spectator identification with the sport, thus influencing consumer engagement. To investigate, we surveyed 101 Drive to Survive Netflix viewers. Our results indicate that there is a relationship between connectedness elements of Drive to Survive, such as escape and imitation, and the psychological and behavioral engagement of these sports fans. And in most cases, this relationship was fully or partially mediated by sports involvement facets such as hedonic value, centrality and symbolic value. Overall, our results offer invaluable insights for marketers and media strategists eyeing the American sports market. Today, sports fans want more than just X's and O's and box scores. Instead, they want compelling content that engages them. From an academic standpoint, this research adds to the literature by further exploring the dynamics of fan attitudes and behaviors through a consumer behavior lens. With a number of other new sports documentary series (e.g., golf, tennis, American football, etc.) being shown on Netflix in an effort to replicate Drive to Survive's success, future researchers should be able to use this research framework herein to further examine how a TV show can influence fan behavior.

13:10-14:50 | (B1) PobleNou

Thursday Onsite Parallel Session 3

Education/Pedagogy

Session Chair: Sarana Roberts

13:10-13:35

85138 | *Impact Assessment of Education-on-Wheels Program of Polytechnic University of the Philippines*

Krupskaya Valila, Polytechnic University of the Philippines, Philippines

Emy Ruth Gianan, Polytechnic University of the Philippines, Philippines

Christine Rosales, Universidad De Manila, Philippines

The number of out-of-school youth (OSYs) in the Philippines has continuously increased. Literature reveals that poverty is the leading reason youth drop out of school (Parreño, 2023). Aside from attending to the increasing prices of necessities such as food and house rental, transportation, and connection to electricity and wi-fi, the Filipino youth also had to provide for their families, making tertiary education less of a priority. To reach poverty-stricken students, the Polytechnic University of the Philippines launched a new learning modality in 2021: Education-On-Wheels (EOW). EOW delivers learning right to the doorstep of the urban Filipino community through a transport bus transformed into a mobile classroom. An initial impact assessment, through focused group discussions with the first batch of enrollees and teachers assigned in the EOW, was conducted to determine the effectiveness of this new pedagogy. Results show that across all stakeholders (students, faculty members, and administrators), the EOW's holistic approach to education was primarily successful. Citing Maslow's Hierarchy of needs, EOW students could focus on learning because they need not worry about their transportation, food, wi-fi, and school supplies. The bus also serves as a safe space for students to exchange knowledge. Overall, learners developed a sense of pride and confidence, leading to them taking more opportunities from school and work. This study's recommendation reminded educational institutions of their intrinsic role in continuously innovating and developing learning methods that allow students to realize themselves fully.

13:35-14:00

85817 | *The "Classroom Academia Community" Model to Promote Active Learning Among Arab-Bedouin Female Students in the Role of Teachers*

Saleem Abu Jaber, Achva Academic College, Israel

Aref Abu Queder, Achva Academic College, Israel

The current study examines the extent to which the "Classroom Academic Community" model contributes - both in the personal context and the professional context to Arab-Bedouin Arabic-speaking teachers' role students specializing in Hebrew and Arabic in pre-primary schools. The current study was based on interviews with approximately 20 Arab Bedouin female students who are practicing teaching within the same program, and they are students in the third year of academic study to obtain a Bachelor's degree in Education (B.Ed). The results of the study show that the "Classroom Academy Community" model has a significant contribution to the sequence of teaching, promoting long-term retention in school, as well as stimulating awakening to school life. In addition, the process of accompanying and guiding the academic-pedagogical mentor and qualified teachers who are trained to teach young female students (plural of young women) in teachers' homes is expressed towards effective planning of educational units and plans, lessons, implementing them, and improving interaction with students. Thus, enhancing their self-image, acquiring new tools and skills, and even an important adaptation experience in the school corridors.

14:25-14:50

84012 | *Developing a Course in a P-12 Doctoral Leadership Program to Support Disability Education*

Sarana Roberts, California State University Bakersfield, United States

Educational leaders can be the biggest support and resource in schools and districts for special educators who teach students with disabilities in preschool-12th grade settings. Although candidates in preschool-12th grade doctoral leadership programs assume assistant principal, principal, and director positions in public school settings that service students with disabilities, many have not had a single course that prepares them to support this student population. The absence of their pedagogical knowledge on historical context as well as law and policy in special education is particularly concerning as these leaders will be expected to support students with disabilities, their teachers, family members, and support personnel to meet student needs. To address this issue, one instructor developed a university doctoral leadership course covering historical context, law, and policy in special education, and their application to future preschool-12th grade leaders. This presentation will discuss insights learned from the development of the course and highlight important elements of a special education course in an educational doctoral leadership program. The presentation will also share what aspects the doctoral candidates are finding to be most helpful to their current and future educational leadership positions.

13:10-14:50 | (B1) Sants

Thursday Onsite Parallel Session 3

Employability & Entrepreneurial Education

Session Chair: Saiful Hoque

13:10-13:35

86407 | *Learning with Generative Artificial Intelligence in Collaborative Problem Solving: A Teaching and Learning Framework for Entrepreneurship Education*

Jobert Ngwenya, University of Oulu, Finland

The development of generative Artificial Intelligence (Gen AI) tools has led to different reactions in the field of education arising from both the opportunities and challenges that these tools pose to learning. However, not much is known about how to effectively implement generative AI in learning and teaching environments. This research sought to develop, implement, and evaluate a "learning with Generative AI framework" for collaborative problem-solving in entrepreneurship education. An action design research methodology was followed grounded on the socio-technical theory to develop a framework for use in entrepreneurship education settings. To understand the topic, and problem formulation stage, a literature review was conducted analysing seven articles and two books published in the past two years. The framework building drew insights from the TPACK framework, human-centred design, and human-AI collaboration. The evaluation of the framework involved fifteen University of Oulu students participating in a series of Generative AI in Business Processes workshops and three expert evaluators from two universities assessing the framework. Findings show that Generative AI tools present both challenges and opportunities for learning yet, following a structured approach suggested by the framework, the challenges can be minimised, leveraging the opportunities, to facilitate teaching and learning with generative AI. Creativity, problem-solving, and collaboration can be enhanced by the purposeful integration of generative artificial intelligence tools in teaching and learning. The conclusion from this study suggests that Generative AI tools can be successfully integrated into collaborative problem-solving learning situations in entrepreneurship.

13:35-14:00

81961 | *Future Workforces: Career Adaptability Among Youth in the Gig Economy*

Siti Aminah, Universitas Negeri Malang and Universitas Negeri Yogyakarta, Indonesia

Nur Hidayah, Universitas Negeri Malang, Indonesia

Fattah Hanurawan, Universitas Negeri Malang, Indonesia

Henny Indreswari, Universitas Negeri Malang, Indonesia

This study examines the level of career adaptability among youth within the rapidly evolving gig economy, focusing on a sample of 1,011 respondents aged between 17 and 20 years old, with a mean age of 18 in Indonesia. We utilized Rasch Analysis for data examination to understand how this demographic navigates the challenges and opportunities. Our findings reveal a moderate level of career adaptability among the young participants, indicating a nuanced readiness to engage with the gig economy's demands, including its inherent uncertainties and the need for self-directed career management. This research highlights the importance of fostering adaptive skills in educational and policy frameworks to better prepare future workforces for the flexibility required in the gig economy. Implications for career education and guidance practices are discussed, emphasizing the need for strategies that enhance adaptability skills among the youth to thrive in this new work paradigm.

14:00-14:25

86065 | *Entrepreneurial Education: Developing a Conceptual Model*

Saiful Hoque, University of Dhaka, Bangladesh

Dhanno Saha, Hajee Mohammad Danesh Science and Technology University, Bangladesh

Md. Alamgir Hossain, Hajee Mohammad Danesh Science and Technology University, Bangladesh

Sourav Paul Chowdhury, Hajee Mohammad Danesh Science and Technology University, Bangladesh

This study explores the essence of 'entrepreneurial education' and proposes a conceptual framework to encapsulate the diverse goals of entrepreneurial education initiatives and courses. It examines the elements of 'effective' entrepreneurial education and illustrates key points with examples of 'best practices' from the programs studied. Employing a qualitative methodology, this study conducted a series of literature reviews to design the conceptual model. Secondary data from in-depth interviews, focus group discussions, and comprehensive literature studies served as the main foundation for this investigation. The research highlights that entrepreneurial self-efficacy (ESE) is increasingly used as an explanatory variable in studies on entrepreneurial motivation, intentions, and behavior. Despite academic consensus on the necessity of integrating ESE into an intentionality model, discrepancies remain in the term's meaning, dimensionality, and measurement methods. This study aims to refine and standardize ESE measurement. Additionally, a conceptual model for entrepreneurship education programs is developed, encompassing processes such as surveys, internships, workshops, campaigns, and training. The findings contribute to enhancing individuals' problem identification abilities, confidence, and critical thinking skills while mitigating issues such as hopelessness, inaccuracy of ideas, blurred vision, and insufficient knowledge. The paper argues that for successful entrepreneurial education programs, policymakers and educators must understand the diverse goals and objectives of educational interventions, the various forms these interventions can take, and the necessity of "training the trainers." By following the procedures outlined in this study's conceptual model, trainers, and practitioners can achieve optimal outcomes in entrepreneurial education and effectively train newcomers.

14:25-14:50

84660 | *Higher Education Decision-Making and Experiences of Emergency Nurses in Ireland*

Catherine Greene, Keele University, United Kingdom

Higher education is a significant feature of professional nursing practice, particularly in specialist clinical areas. While educational motivations have been previously considered within the general nursing literature, no study had previously explored emergency nurses' higher educational decision-making and experiences. The aim of this study was to explore the decision-making strategies of emergency nurses in Ireland regarding higher education uptake, and the experiences of pursuing higher education. This qualitative study employed a narrative inquiry approach. Semi-structured interviews with 22 emergency nurses were undertaken. Seven themes were identified within emergency nurses' stories. These include 1) challenging traditional social legacies; 2) desire for self-affirmation; 3) professional influencing forces; 4) impact of higher education on sense of self and identity; 5) impact of higher education on sense of professional identity; 6) challenges of higher education; 7) factors that maintained interest in programmes of higher education. This study revealed three new findings relating to emergency nurses' decision-making regarding higher education uptake. The influence of social background on the decision to pursue higher education, commitment to the department, and the issue of timing were all new findings which now contribute to the knowledge base surrounding emergency nurse engagement with programmes of higher education. While findings also support the well-established factors for higher education pursuance, they also identify the influence and endurance of emergency nurses' personal mandates in terms of self and identity regarding the decision to pursue higher education.

Notes

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15:05-16:45 | (1F) Barceloneta

Thursday Onsite Parallel Session 4

Distance Learning Experiences

Session Chair: Paivi Hurri

15:05-15:30

85665 | *A Case Study on the Development of Distance learning Contents for Specialized TVET High School Major Practice Subjects in Korea*
Hyeonmi Rha, KRIVET, South Korea

Specialized Technical and Vocational Education and Training (TVET) high schools in Korea are schools that operate curriculum to cultivate talents and of essonals in a specific distribution in accordance with Article 91 of the Enforcement Decree of the Elementary and Secondary Education Act, which was revised and promulgated in March 1998. Specialized schools have 47 standard departments in 17 subjects groups, and there are 1 specialized common subject, 179 general major subjects, and 368 practical major subjects. The contents of the practical major course consist of practical training courses focused on the practice of the major engineering department. Specialized TVET high school major practical courses consist of practical content that students who have graduated from their major departments must perform in the industrial field. Some of the contents of these major practical courses contain content that is difficult to practice directly at school, so distance learning contents were developed as a way to solve this problem. In order to use the contents of the major practical subject in the major practice class, teaching and learning materials and evaluation materials were also developed to effectively achieve the learning goals of the class. Distance learning contents for each of the 17 subject groups are listed on the portal of Specialized TVET high schools so that teachers can use them. In the future, it is necessary to improve the quality of major practical education by developing content using augmented reality or AI.

15:30-15:55

87938 | *Examining Expert Opinions for the Needs Analysis on the Course of Out-of-School Learning Environments (OSLE)*
Ayşegül Bayrak, Yıldız Technical University, Turkey
Mehmet Gürol, Yıldız Technical University, Turkey

Out-of-school learning environments have become increasingly important in enriching students' educational experiences by offering practical, real-world applications. These environments provide opportunities for students to engage in experiential learning that complements traditional classroom education. In this context, it is crucial to assess the needs related to the integration of such environments into the curriculum. The purpose of this study is to gather expert opinions to contribute to identifying potential needs for out-of-school learning environments course. The research was conducted using the case study approach, one of the qualitative research methods. The participants consisted of 34 experts in the field of out-of-school learning environments or Curriculum and Instruction department, who were selected on a voluntary basis. Data were analyzed using content analysis via the MaxQDA qualitative analysis software. As a result of the analysis, four main themes were identified: learning outcomes, course content and structure, course design and implementation, and evaluation process. The opinions of the participants were categorized under these themes. The interviews were conducted both face-to-face and through online meetings with some participants. According to the findings, experts indicated that out-of-school learning environments enhance students' problem-solving, collaboration, and critical thinking skills. However, they also emphasized the need for more clearly defined learning outcomes. Additionally, it was suggested that the course content should adopt an interdisciplinary and practical structure, enriched with excursions to natural and cultural sites. Experts recommended increasing student participation in the design of the course and making more effective use of technology. Regarding the evaluation process, they stressed the importance of incorporating more performance-based and practical assessment methods.

15:55-16:20

87041 | *Quality Assurance in Distance Education: a Qualitative Analysis*
Buellah May Angeles, Polytechnic University of the Philippines, Philippines

Distance education in the Philippines was introduced in the 1990. However, after more than three decades, it is only in 2024 when the Commission on Higher Education called for national public consultation for policies, standard and guidelines for open and distance education in the country. This case study investigates quality assurance mechanisms and strategies in distance education within the Philippine context. It aims to explore current frameworks, challenges faced in implementation, stakeholder perceptions of effectiveness, alignment with national and international standards, and recommendations for enhancement. Through in depth interviews with administrators, educators, and students involved in distance education, findings highlight the complexities of ensuring quality in diverse educational settings provide insights for improving educational outcomes in distance education programs across the Philippines.

16:20-16:45

87847 | *Does Practice Make Perfect? Teaching Technically Demanding Content in Distant Mode in Higher Education*
Päivi Hurri, South-Eastern Finland University of Applied Sciences, Finland
Nina Helander, South-Eastern Finland University of Applied Sciences, Finland
Jarkko Ansamäki, South-Eastern Finland University of Applied Sciences, Finland
Atte Reijonen, South-Eastern Finland University of Applied Sciences, Finland

This paper presents experiences of teaching and learning technically demanding content in online and higher education context by utilizing learning analytics. The aim is to study how students learn technically demanding content in an online course in the light of learning analytics. The results of this paper are based on a pilot course implementation. The pilot course, Basics of data analytics, was taught as virtual, open university course during Spring 2024 in Finland. The course was comprised of two sections, infographics (2,5 ECTS) and SQL (2,5 ECTS). SQL skills are of high importance in learning data analytics. Firstly, students were provided distance learning materials. Secondly, they had practical SQL exercises that were provided through Azure cloud service. Thirdly, students made examination in Moodle learning environment. In this examination, students were tested by filling up SQL sentences. The virtual learning environment, including the SQL server, Azure Data Studio and Moodle, provided the possibility to follow the amount and quality of the students' practical rehearsals. These were then further compared with the measurable examination results that the students' gained in the end of the course. Additionally, students' own perceptions on their course experiences were gathered through a small survey. The full paper presents the results of the learning analytics and shed light on the further development of teaching technically demanding content in distant mode.

15:05-16:45 | (1F) Mar Bella

Thursday Onsite Parallel Session 4

Inclusive, Equal, Equitable Education

Session Chair: Abijah Manga

15:05-15:30

87969 | *Social Justice in Globalized Education: Empowering India's Marginalized Youth in the 4th Industrial Revolution*

Akram Raza, University of Delhi, India

Anish Kumar Verma, Ministry of Labour and Employment, India

The ongoing 4th Industrial Revolution (IR) presents unprecedented challenges and opportunities, making education the crucial medium for fostering social justice in our societies. While previous industrial revolutions have driven significant economic and cultural transformations (Nguyen, Le Quang, and Nguyen, 2017), social injustices have persisted. This research will explore how the 4th IR can be harnessed to empower marginalized youth through education. Using a qualitative approach, this study conducted interviews with 30 students from diverse socio-economic backgrounds. By examining the experiences of students enrolled in higher education and their aspirations for dignified careers, this presentation highlights the role of government policies and schemes in promoting social justice and youth empowerment. It also identifies the challenges, including the digital divide, digital literacy, income inequality, and lack of awareness about government initiatives. Particularly, the study focuses on India's evolving education system, which is undergoing transformation through policies like the National Education Policy (NEP) 2020 and National Career Services (NCS). These policies aim to align the education system with global technological advancements, posing both opportunities and significant challenges for disadvantaged youth. This work seeks to uncover the intricate link between social justice and globalized education amidst the rapid technological changes of the 4th IR. The findings serve as a foundation for policy recommendations aimed at integrating social justice into education, ensuring that marginalized communities are not left behind in the era of Artificial Intelligence, Machine Learning, and the Internet of Things.

15:30-15:55

84163 | *Effectiveness of Qanaah Coping Technique in Enhancing Psychological Well-Being Among Students in Islamic Boarding Schools*

Ari Khusumadewi, State University of Surabaya, Indonesia

Mayang Pramesti, State University of Surabaya, Indonesia

This study aims to evaluate the effectiveness of qanaah coping as a training method to enhance the psychological well-being of students. Qanaah in Islam means an attitude of being willing to accept and feel satisfied with the results of what one has worked for and distancing oneself from feelings of dissatisfaction and feelings of lack. It means that an individual who is qanaah is an individual who accepts himself completely, both his strengths and weaknesses and accepts everything that has happened in his life. The subjects of this study were eight students who exhibited low psychological well-being due to negative thinking patterns. The research employed a one-group pretest-posttest design, administering cognitive restructuring through qanaah coping. The psychological well-being scale, consisting of 26 valid items, was used to measure the success of this technique. The scale's reliability was confirmed with a significance value of 1, indicating reliability as it is above the 0.05 threshold. The study involved eight students with low psychological well-being. The results showed a t-score of -5.767 and a significance level of 0.001, which is less than 0.05, indicating statistical significance. The mean psychological well-being score increased from 60.685 in the pre-test to 109.105 in the post-test, leading to the rejection of the null hypothesis. Therefore, the qanaah coping technique was found to be effective in improving the psychological well-being of Islamic boarding school students.

15:55-16:20

85754 | *Invisibility of Students from Indigenous Families in Primary Education in Quintana Roo, Mexico*

Axayácatl Segundo Cabello, Centro Regional de Educación Normal Javier Rojo Gómez, Mexico

Ma. Eugenia García Contreras, Universidad Autónoma del Estado de Quintana Roo, Mexico

Ignacio Zaragoza Ángeles, Universidad Autónoma del Estado de Quintana Roo, Mexico

The study examines primary education in Mexico, focusing on the concept of "invisibilization" concerning indigenous students' cultural and linguistic rights. It acknowledges their entitlement to preserve languages, knowledge, and cultural identity. Conducted at Escuela Primaria Rosario Castellanos in Quintana Roo, the research identifies educational practices that invisibilize indigenous students in primary education, such as exclusive use of Spanish, culturally inappropriate teaching materials, and a lack of activities integrating indigenous cultures and languages. Methodologically, it employs a case study approach with participant observation, semi-structured interviews, and documentary sources. Located in San Isidro La Laguna, a rural community of 1,084 inhabitants primarily from Maya Yucateco and K'iche-speaking indigenous groups from Campeche, Yucatán, Quintana Roo, and neighboring Guatemala, the study was conducted during the 2022-2023 school year. These methods confirm the hypothesis of invisibilization, demonstrating how these practices restrict access to culturally and linguistically appropriate education. This research underscores the challenges and implications of achieving cultural relevance in educational contexts for indigenous communities.

16:20-16:45

85915 | *Examining Programs for Ed. Leadership: A Review of Strategies to Address Racial Inequities for Refugee Students in US Schools*

Abijah Manga, University of Vermont, United States

This review study highlights the need to rethink Educator Leadership Preparation Programs (ELPPs) for African immigrant and refugee students in United States schools. The demographic profile of the United States is rapidly changing, with the ratio of African refugee students in mainstream classrooms steadily increasing. However, leadership preparation programs in education still need to be updated under traditional models that may be considered outdated. While there is a need for cultural competency in ELPPs to address cultural diversity in secondary schools, responding to the growing number of African refugee learners in secondary schools is crucial. In search of extending the boundaries of research and practice in teaching and teacher education, the present review aimed to identify critical themes dedicated to the plight of African refugee students in secondary schools in the United States. The findings indicate that despite significant research on the success of ELPPs and cultural integration concerning minority groups in the United States, there was a glaring lack of evidence of ELPPs explicitly tailored for African refugee students.

15:05-16:45 | (1F) Nova Icaria

Thursday Onsite Parallel Session 4

Interdisciplinary & Multidisciplinary Research

Session Chair: Cyril Hovorun

15:05-15:30

84149 | *The Major Role of Diction Exercises and Voice Techniques in Improving the Pedagogical Skills*

Eduard Franti, Research Institute for Artificial Intelligence, Romania

Andrei Bratan, National University of Science and Technology POLITEHNICA Bucharest, Romania

Andreea Marinescu, University of Medicine and Pharmacy, Romania

Ana Voichita Tebeanu, National University of Science and Technology POLITEHNICA Bucharest, Romania

Ana Maria Oproiu, University of Medicine and Pharmacy Carol Davila Bucharest, Romania

Bianca Boga, University of Medicine and Pharmacy Carol Davila Bucharest, Romania

In this study, four speakers (assistant professors at University of Medicine and Pharmacy from Bucharest) were monitored with neuroimaging equipment and AI algorithms, during a 30 days training session with voice techniques for improving their pedagogical skills. During the training, speakers were monitored with AI algorithms for the analysis of the emotional impact of the voice, and with neuroimaging equipment in the first and last day of the training. The AI algorithms showed the increase of the emotional impact of the speakers' voices at the end of the training. The speakers MRI images from the first and from the last day of the training, showed an increase of the level of oxygenation of their brain areas responsible for emotions. In the study were also involved 10 students who compared the quality of teaching from the first day of the training with that one from the last day (the lectures of the speakers were different). Students listened the lectures of each speaker in the first and in the last day of the training (when diction was better), while they brain processes were monitored with neuroimaging equipment. MRI images of the students showed better oxygenation of their brain areas responsible for attention and comprehension on the last day (when they listened lectures with better diction). Students reported that the improvement of the teachers' diction helped them to pay attention and the increasing of the emotional impact of the speakers' voices helped them to better memorize and understand the lectures.

15:30-15:55

87981 | *Bridging Engineering and Music: A Soundscape Ecology Educational Framework*

Felipe Otondo, Universidad Austral, Chile

The research proposes an interdisciplinary teaching framework focused on soundscape ecology for foundational university courses in acoustical engineering and music. The study investigates the effectiveness of integrating holistic educational strategies across diverse disciplinary backgrounds. It evaluates students' perceived comprehension levels before and after implementing the course, emphasizing technical, contextual, and practical learning outcomes. Findings indicate that the interdisciplinary framework effectively supports theoretical and contextual learning. Challenges remain in practical application, particularly in detailed analysis and audio software use. Subjects like sustainability and interdisciplinary collaboration initially posed difficulties for many students. Comparison between engineering and music students shows that while engineers excel in practical audio activities, music students achieve comparable proficiency by the course's conclusion. To enhance mutual learning and interaction between disciplines, future iterations of the course should explore integrated classroom environments where engineering and music students collaborate actively. This approach aims to deepen understanding of interdisciplinary concepts and technical skills, fostering a comprehensive educational experience.

15:55-16:20

83537 | *Antonio Millán-puelles: The Master Leads His Disciple to Reach the Age of Moral Majority*

Loreto Bacigaluppi, Universidad de Los Andes, Chile

The primary objective of this paper is to theoretically explore the role of the educator as a guide for learners towards achieving moral autonomy, based on Antonio Millán-Puelles' work "The Formation of the Human Personality." First, it systematizes the contributions of the Spanish philosopher regarding the educator's task as a guide. Secondly, it examines the role of the virtue of prudence as a crucial skill for attaining moral maturity, as presented in Millán-Puelles' work. Thirdly, it argues for the fundamental role of the educator in the learner's acquisition of prudence, necessary for achieving moral autonomy. This article highlights the key role of the educator in fostering the learner's autonomy and advocates for strengthening the educator's role. This study not only sheds new light on the critical influence of educators but also emphasizes the transformative impact of their guidance on the moral development of learners.

16:20-16:45

80912 | *Teaching Religion as Interdisciplinary Humanities*

Cyril Hovorun, University College Stockholm, Sweden

The paper explores different epistemological aspects of the phenomenon of theology. It begins with the relation of theology to metaphysics and suggests theology should be perceived as language. In this language, people communicate with one another about God. As a human word about God, theology is teachable and explorable in the academic setting. Its method is common for humanities and different from science and social science. It can be hardly based on verifiable and measurable experiments, or on collecting sociological data, even though some theological disciplines, such as ecclesiology, are compatible with sociology. The academic rigour of theology is based on logic and history. The paper argues that the historical dimension is particularly important for theological studies. This dimension is indispensable for such theological disciplines as Dogmengeschichte, Patristics, and Ecclesiology. The historical approach, the author argues, is the best way to teach theology in universities. Theology can be non-confessional, and in this form teachable in any cultural and religious context. The author suggests different methods of teaching theology in private confessional and public non-religious universities. He also differentiates didactic approaches for undergraduate, graduate, and postgraduate students. Finally, based on the analysis of theological methods, the author proposes some approaches to the dialogue between theology and science. Even though their methods and objects of study are different, the dialogue between them is possible. A clear differentiation between their methods and objects is a way to a successful dialogue.

15:05-16:45 | (1F) Sant Sebastià

Thursday Onsite Parallel Session 4

Film Studies

Session Chair: Bharti Shandilya

15:05-15:30

85758 | *The Significance of Visual Persuasion in Film Billboards: A Concept Explication Paper*
Sara Almaleki, Syracuse University, United States

This study uses qualitative content analysis to focus on the film billboard context, and how is that related to visual persuasion techniques. The main purpose of the study, is to apply the visual persuasion in the cinema using Persuasion knowledge model, and priming theory. The study will analyze posters from Egypt, India, Turkey, and the United States as well. The significance of this paper, is to analyze the context of the film posters. This study is considered as an extension of the author's dissertation, which focused on the Egyptian film posters from 1939 to 2019. This study will go more internationally, to analyze how film posters' context was presented in different countries. The time line of the study starts from 1980s to 2010s. The political, and social circumstances will be taken under consideration when the author analyzes the posters.

15:30-15:55

85005 | *Cinematic Technology and Narrative Progress: The Role of Song Interludes in Communicating Socio-scientific Concepts*
Matiur Rahman, Council of Scientific and Industrial Research-National Institute of Science Communication and Policy Research (NIScPR), New Delhi, India
NK Prasanna, Council of Scientific and Industrial Research-National Institute of Science Communication and Policy Research (NIScPR), New Delhi, India

In this research paper we present a framework for analysis of narrative progress in the popular Indian science television serial titled Bharat Ki Chhāp (The Identity of India) which traced the making of science, technology, engineering, architecture, and mathematics in South-Asia and is considered a milestone in Indian science television history. The analysis is done on the basis of film data of all the 13 episodes totalling 643 minutes (10.717 hours) by locating audiovisual (AV) 'spaces' that did not have dialogues, voice-over or a narrative spoken by an offscreen commentator and instead relied either on music and ambient sound or a blend of both. These spaces constituting of song interludes, which we prefer calling Audiovisual Breathers, show the visuals of the preceding story sequence with visuals of the sequence to follow. This technique of editing such shots together create a transition and link the narrative of the next story. These Audiovisual Breathers were analysed for their role in driving the narrative progress by looking at their total count, temporal occurrence, as well as the percentage and screen-time share in the total duration of each episode of the TV serial Bharat Ki Chhāp. The cumulative duration and cumulative percentage of AV Breathers were also analysed to show how they maintained the flow of the various stories in each episode to sustain audiences' interest.

15:55-16:20

87446 | *Fidelity in Nonfiction Motion Pictures: An Analysis of Nollywood's Apaye*
Theresa Chris-Biriowu, Rivers State University, Nigeria

Fictional stories are easy to make and even easier to consume because apart from the fact that filmmakers get to flex their creative muscles and explore the endless array of storytelling possibilities, they are mostly entertaining. Nonfiction motion pictures however are emotional, thought-provoking cautionary tales that are based on true life events that mandate filmmakers to stay true to the original story. "Apaye" is a Nollywood film that is based on the true accounts of an inspiring Ijaw woman and this study explored the details of the story to investigate the fidelity of the plot and its pictorial representation of the events. The study was a qualitative content analysis that employed coding relevant categories, web scraping for cinéastes' and historians' reviews, and interviews with members of the Ijaw community who are versed in the realities of critical details of the original story. The analysis of each frame was juxtaposed with data gathered from firsthand reliable accounts to ensure validity of research. The study found out that although "Apaye" maintains its historical value, the plot contains fillers that are borne out of the creative imagination of the filmmakers, and that the motion pictures significantly lacked fidelity. The study recommended that Nollywood filmmakers invest more time and resources in research should they venture into making films that are based on true life stories otherwise the films lose their emotional and thought-provoking appeals.

16:20-16:45

87199 | *Mapping Out the Past, Present and Future of Indian Film Criticism Culture*
Bharti Shandilya, University of Delhi, India

Cinema is the most prevalent medium of entertainment worldwide. In India, the evolution of cinema led to a significant increase in film production. The period from 1921 to 1934 saw a dramatic shift in film viewership, which, in turn, spurred the development of film journalism and criticism globally. Early Indian film critics endeavored to bridge the gap between films and their audiences, striving to elevate cinema as a creative art form. They emphasized the philosophical, technical, and visionary aspects of filmmaking, positioning film commentators as arbiters shaping filmmakers' paths and audiences' tastes. This research article traces the history of film criticism in India by documenting the recollections of prominent Indian film critics. The researcher interviewed esteemed Indian film critics from different decades to explore the past, present, and future of film criticism and review culture on a global level. The findings of this qualitative study reveal various dimensions of film criticism and review culture in India, highlighting its trajectory and potential evolution in the era of social media.

15:05-16:45 | (B1) Eixample

Thursday Onsite Parallel Session 4

Applied Technology in Education

Session Chair: Dusan Petkovic

15:05-15:30

83671 | *The Collaborative Mobile Ancient Route Learning for Supporting Geo-History Knowledge and 4C's Skill Through Google Map Applications*

Chitphon Yachulawetkunakorn, King Mongkut's University of Technology Thonburi, Thailand

Witsanu Supandee, King Mongkut's University of Technology Thonburi, Thailand

Ratthakarn Na Phatthalung, King Mongkut's University of Technology Thonburi, Thailand

Since the advancements in technology, it has led to a transformation in various learning approach. The convenience to access information from online-databases has rapidly prompted schools worldwide to start incorporating certain technologies into teaching and learning practices as deemed appropriate. In this research, the Google Maps application was utilized to design learning experiences for Grade 10th students to enhance their comprehension of Geography and History including The 4C's skill, which was achieved from the Dvaravati field trips, and assessing learning outcomes by creating the ancient route maps through the Google Maps application. According to the learning achievement, and the self-assessment of 4C's skill founded that most of learners could develop the 4C's skill and gain a deeper comprehension in term of knowledge content after exploring the CMGH field trip significantly, the statistic significant findings ($p < 0.05$). In addition, most of learners could accurately create the ancient maps according to geographical principles, it can be concluded that the collaborative mobile learning for geography and history learning could support the acquisition of Geography and History knowledge effectively.

15:30-15:55

85975 | *Biogames: A Gamified Educational Experience with Virtual Reality for Biology Teaching*

Márcia Cunha, Federal University of Espírito Santo, Brazil

Maressa Malini, State Education Department of Espírito Santo (SEDU-ES), Brazil

Edvar Roncetti Jr., State Education Department of Espírito Santo (SEDU-ES), Brazil

Samela Silva Santos, Federal University of Espírito Santo, Brazil

Generation Z, is deeply versed in technology, challenging traditional teaching and demanding innovative educational practices integrating digital culture. Gamification, incorporating game mechanics into educational contexts, leverages the human drive for reward and achievement, aligning with social behavior and competition. Internal evaluations show students struggle with Sciences, particularly understanding cells, highlighting the need for subjects that promote curiosity, research, and problem-solving skills. The BIOGAMES project aimed to help 9th-grade students ($n=8$) review and consolidate their science knowledge while guiding 6th-grade students (T1, $n=32$ and T2, $n=35$). Additionally, it sought to integrate digital culture into pedagogical practices through virtual and augmented reality to explore biological structures interactively. Initiated in 2023 and funded by the state research agency, the project involved selecting and training 9th-grade students in gamification and cell biology, developing visual elements, and creating gamified activities. Activities were planned in phases according to the content (cells, tissues, organs, and body systems), including quizzes, a digital game styled like "Battleship," and an Escape Room activity. Engagement was high, with 94.12% of T1 students and 96.44% of T2 students participating actively. In the second phase, the average accuracy was 85% for T1 and 70% for T2, showing consistent content assimilation. Additionally, there was a noticeable increase in library attendance for additional information. "Virtual Recess" promoted digital culture in schools through 360° videos on YouTube VR and augmented reality software "Beyond the Surface." This project demonstrated gamification's potential and peer learning in educational environments, exceeding expectations and enabling modern technology integration.

15:55-16:20

87717 | *Visual Media Production as a Discipline-Agnostic Framework for Interdisciplinary Curricula*

Dusan Petkovic, Webster University Geneva, Switzerland

Matthew Sansom, Anglia Ruskin University, United Kingdom

Intrinsically interdisciplinary, modern visual media production practice corresponds neatly with the societal shifts towards a networked social and professional reality, as described by Castells (2009). Broader and deeper interdisciplinary experience is increasingly recognized as vital to successful tertiary education. The role of educators as facilitators of learning within these evolving structures can be challenging but also highly transformative for both students and instructors. Our experience in curriculum design in the creative arts (across film, music technology and media arts) have led us to create and conceptualise courses beyond the arts disciplines using visual production as the propaedeutic scaffolding for most courses. One of the direct results of this approach was that the values and norms required to accomplish the courses were independent of the core practice discipline. These include project, people and financial management, teamwork and collaboration, creativity and critical thinking, intercultural competencies, multiple media literacies, marketing and resilience. Primarily, the lecturers position themselves as guardians of these discipline-agnostic values and skills, acting as facilitating mediators within the interdisciplinary network. This presentation draws on experiences from two tertiary institutions situated in different parts of the world - Webster University Geneva and Sunway University Kuala Lumpur - to highlight similarities and challenges in utilising visual media production as a conduit for developing interdisciplinary curricula. It also addresses the administrative and institutional challenges encountered and reflects on the impact of interdisciplinary learning on students.

16:20-16:45

87850 | *Learning Based Policy Simulation: an Inclusive and Sustainable Approach to Public Problem Solving*

Mukul Saxena, Alliance University, India

Sudipta Shaw, Indian School of Business, India

The paper introduces a simulation approach for public policy decision making by integrating the structural and educational design of the program which is crucial for a robust learning environment, optimized and enhanced learning experience. The proof of concept was examined through a simulation for post graduate students pursuing public policy in India. It was part of the course: Strategizing inclusive public policy interventions. The paper emphasized the alignment of the simulation with course objectives, assessments, and pedagogical strategies to assess effectiveness of the simulation approach. The study showcased how simulations guide students from uncertainty to decision-making or action, thereby enhancing critical thinking, problem-solving, and decision-making skills. The feedback from both students and external evaluators affirmed the applicability of the simulation approach in providing students with practical skills to navigate complex public policy problems. Students reported increased sensitivity to public problem-solving, while external evaluators acknowledged the simulation's effectiveness in exposing students to the politics of policy-making and stakeholder interests. The paper also argues for the integration of simulations into the curriculum. Rather than standalone activities, simulations should be seamlessly integrated with other instructional methods and assessment strategies (in our case, it was the course teaching).

15:05-16:45 | (B1) Gothic

Thursday Onsite Parallel Session 4

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

Session Chair: Robert Andrews

15:05-15:30

85406 | *Unsilencing the Silent: Using Mimes and Silent Videos to Measure the English Speaking Fluency of Vietnamese Students*
Lilibeth Abrera, FPT University, Vietnam

This research used silent videos to measure the English speaking fluency level of Vietnamese university students. It also aimed to determine if the pre- and post-mime or silent video presentations had a significant effect and significant difference on their fluency, and to know how the respondents perceived their fluency skills. The fluency level was based on speech rate, pause rate, and speech duration. The participants were 25 randomly selected freshmen. There were no experimental or control groups. The subjects were given pre-treatment (before video showing) and post-treatment (after video showing) tasks. There were two parts for both treatments. Pre-treatment part one task involved a question card that prompted the respondent to tell a story. In the second portion, the student delivered the narrative in three minutes. In the post-treatment part one task, a video was shown to a respondent. In part two, without prompt questions, the subject retold the film story in three minutes. Results revealed that in the pre-treatment, speech rate was shorter, phrase pauses and speech duration were longer. The increase, and decreases in the same components in the post-treatment may be attributed to the smoother flow of their storytelling on account of the ideas from the visual film. On the perception of their fluency skills, in the pre-treatment, 40% perceived they were (based on De Jong and Hulstijn Fluency Scale), intermediate; another 40% thought they were good. In the post-treatment, 48% believed they were intermediate. This may be because they thought they struggled less in speaking.

15:30-15:55

84658 | *The Growing Challenges of English-Medium Instruction (EMI) for International Students: A Multi-faceted Analysis Using Non-negative Matrix Factorization*
Hien Vo Thanh, National Chengchi University, Taiwan

The rise of globalization in higher education has led to a surge in English Medium Instruction (EMI) programs. However, these programs can present unforeseen challenges for students adapting to a new learning environment. While qualitative analysis remains essential, this study investigates these challenges through a unique interdisciplinary lens, employing Non-negative Matrix Factorization (NMF), a machine learning technique, to analyze interview data from ten graduate international students in Taiwan (American, German, Italian, Russian, Indian, Vietnamese, Indonesian, Burmese, and Thai). Maslow's Hierarchy of Needs informs the interview structure, facilitating an exploration of students' experiences from a psychological perspective. The research utilizes a two-pronged approach: a macro-level analysis identifies prevalent topics across the mixed corpus of all interviews, and a micro-level analysis examines specific significant cases, yielding detailed statistical and qualitative insights. This dual approach uncovers both general patterns and individual issues, enriched by qualitative excerpts. The study aims to leverage advanced machine learning methods to enhance support mechanisms within EMI programs. By providing a comprehensive understanding of international student experiences, the research reveals that there are cross-linkages between academic challenges, cultural cohesion, local integration, life-balancing, financial preparation, and linguistic adjustments. Nonetheless, students are able to find support within their university departments and smaller communities. This work seeks to inform educational institutions and propose actionable recommendations to better support their diverse international student populations.

15:55-16:20

82559 | *AI-enhanced Transformative Approach to ESP in Engineering Education*
Tatjana Sinkus, Latvia University of Life Sciences and Technologies, Latvia

Transformative learning is an underlying theory in various aspects of contemporary language pedagogy, the field of teaching English for specific purposes (ESP) is no exception. When applied to the ESP curriculum, transformative learning can have significant implications and it can be beneficial for engineering students, as it follows their specific needs. Due to digitalisation processes in higher education institutions, it has become crucial to study the current dimensions of transformative learning in ESP in engineering education and whether its implications support new forms of learning such as AI-powered tools. The main aim of the present research is to examine students' opinions on AI tools' incorporation in ESP and to examine the impact of AI technology on student transformative learning outcomes in ESP. The article overviews the theory of transformative learning, discusses transformative principles' implications in ESP, gives examples of how transformative learning can be facilitated through the use of AI technology, investigates engineering students' opinions about AI technology implementation, and presents student self-assessment of their transformative learning outcomes in the ESP course. The results of the study were obtained in a questionnaire, involving 137 undergraduate and postgraduate engineering students of different engineering programs at Latvia University of Life Sciences and Technologies. The data obtained show that students have a positive opinion about AI technology use in ESP as it promotes motivation and enhances confidence to use the English language in engineering contexts. Moreover, the introduction of AI technology in ESP is beneficial for student transformation, as it enhances autonomy, critical thinking, reflection, and the ability to communicate and cooperate. The obtained results can be used by ESP practitioners in the revision of methods and content promoting transformative learning outcomes.

16:20-16:45

84991 | *An Analysis of Student Responses to English Central for Language Learning*
Robert Andrews, Kwansei Gakuin University, Japan
Mayuko Matsuoka, Kwansei Gakuin University, Japan

The use of smartphones in EFL (English as a Foreign Language) courses at Japanese universities has created opportunities for delivering level-appropriate content and affording the autonomous development of communication skills that can be used by students inside and outside of the classroom (Stockwell & Wang, 2024). In particular, learning platforms such as English Central, have been designed to take advantage of these affordances using video-based activities. Previous studies of English Central showed students' self-regulatory behaviour (Giordano, 2020), and benefits during the Covid-19 university closures (Landsberry & Kato, 2023). However, anecdotal evidence also suggests that students begin to lose interest in the activities, particularly in their second year, and to see them as a chore rather than as learning opportunities. This study sought to clarify student satisfaction with English Central over two university academic years, in terms of ease of use, usefulness, interest and workload. 286 first and second year students responded to a Google Forms questionnaire asking about the ease of use of English Central, as well as how interesting the videos and tasks were. The results showed that first year students indicated that they found speaking tasks were more useful and interesting than that reported by second year students. Additionally, the videos were rated more favourably by first years than second years. This suggests that although the English Central app is interesting for students at first, it may require additional instructor support to maintain that interest.

15:05-16:45 | (B1) Gràcia

Thursday Onsite Parallel Session 4

Ethnicity, Difference, Identity

Session Chair: Jagad Aditya Dewantara

15:05-15:30

81304 | *Becoming Aware*

Vanessa Schuster, The Institute for Doctoral Studies in the Visual Arts, United States

In this paper I unravel the idea of "becoming aware" through the sense of touch. I suggest that the sense of touch is the primary sense that embraces all the other senses and it can be experienced through taste, movement, and bodily awareness. "Touching through the Sense of Taste", "The Angle Movement" and "Flesh, Skin, Surface" are the three sub-topics that conform the structure for approaching this main theme. In particular, specific works, such as Jennifer Rubell's *Padded Cell* (2010), Olafur Eliasson's *Your Uncertain Shadow* (2010), and Teresa Margolles' *Línea Fronteriza* (2005-Ongoing), provide a comprehensive illustration of different ways of experiencing the sense of touch. Moreover, I integrate claims from Aristotle, Jacques Derrida, Jean-Luc Nancy, Luce Irigaray, Richard Kearney, in order to provide a philosophical and a theoretical framework. Finally, I suggest that these artworks bring awareness to our individual realities, and as such, they provide a framework from which to become aware of and be integrated with the collective reality. It is in this context that art can serve as a means to integrate people, as it makes them fully aware of their bodies and their surroundings. Crucially, then, the skin as a surface that separates the inside from the outside becomes the bridge that enables the two territories to communicate with one another.

15:30-15:55

84998 | *Exhumed Memories: Permeability of Oral Testimony in Reconstructing Intangible Narratives*

Selma Čatović Hughes, University of Turku, Finland

This paper draws an intricate roadmap written on memory pliability and poetic permeability of oral testimony, enhancing the juxtaposition between facts and individual recollection. It aims to analyze ruptures between the past and present in the context of Pierre Nora's *lieux de memoire* where historical, cultural, and political traces continue to permeate the site of traumatic memory. Published during the Siege of Sarajevo, an unearthed article featuring a photo of a group of soldiers exhumes stratified memories spanning three decades. Author's investigative study to reconstruct elusive boundaries of a forgotten battlefield is unexpectedly transfigured into an exhaustive odyssey of identifying the soldiers from the photograph, including her own father who was killed at the frontlines. The chronicles of thirty years since the Siege of Sarajevo have encapsulated vast fields of stale political landscape and gradually etiolated traces and desire of cohesive collective memory. The theoretical framework will further explore Assmann's notion of collective memory as intergenerational dynamics of official archives and individual reflections. Using ethnographic and autoethnographic methodology, a collection of oral testimonies, semi-structured interviews and site analysis retraces flashbacks of the past and offers a new framework for the invisible personal memories to become woven together into a more cohesive visual narrative. Negotiating author's personal emotional interpretation, the relationship between the researcher and the interviewees demonstrates Abram's oral history theory by extracting enshrouded experiences that have been suppressed, neglected and not given adequate platform to ascend into the present.

15:55-16:20

83553 | *Identity Struggles, and Halal Lifestyle of Transnational Migrants: Diaspora and Islamic Cosmopolitanism in Indonesian Popular Fiction*

Diah Ariani Arimbi, Universitas Airlangga, Indonesia

Gesang Manggala Nugraha Putra, Universitas Airlangga, Indonesia

In Indonesian Islamic literature, narratives of the Indonesian Muslim diaspora in the non-Muslim world are commonly featured in Indonesian Islamic fiction. Novels such as "Assalamualaikum Beijing" (2013) by Asma Nadia and A. Fauzi's trilogy titled "Negeri 5 Menara" (2009), "Ranah 3 Warna" (2011), and "Rantau 1 Muara" (2013) are rich with stories about the lives of the Indonesian diaspora in various countries. The Indonesian diaspora has become a popular theme in Islamic literature in Indonesia, reflecting how Indonesian Muslims as transnational migrants interpret and struggle for their religious identity while living in non-Muslim countries. Through these fictional stories, the narratives of the lives of Indonesian Muslims abroad contribute to creating an imaginary world where Indonesian Muslims share a common identity with other Muslims worldwide, fostering Islamic cosmopolitanism across the globe. This study emphasizes the cosmopolitan imagination in the works of Indonesian Muslim writers, utilizing the broad theory and concept of transnational migration, diaspora, and Aljunied's Islamic cosmopolitanism. The analysis method employed is the close-reading technique, focusing on the portrayal of identity struggles within the narratives. The study argues that the narratives written by these popular authors serve as a unifying force, connecting Indonesian Muslims to their counterparts in other locations through adherence to Islamic teachings and the practice of a halal lifestyle, both religious and stylish. These narratives serve as a window into understanding how a halal lifestyle for Muslim characters, as part of cosmopolitan sharia (Islamic law), contributes to the creation of a global Muslim community.

16:20-16:45

84466 | *Ethnography of Nationalism on the Indonesia-Malaysia Border: Dynamics of Transnational Identity in the Study of Culture, Art, and Citizenship*

Jagad Aditya Dewantara, Universitas Pendidikan Indonesia, Indonesia

Dasim Budimansyah, Universitas Pendidikan Indonesia, Indonesia

Cecep Darmawan, Universitas Pendidikan Indonesia, Indonesia

Sulistyarini Sulistyarini, Universitas Tanjungpura, Indonesia

This study investigates identity transnationalism and nationalism along the Indonesia-Malaysia border in West Kalimantan. Residents with familial ties in both nations face challenges in maintaining their cultural, artistic, and tribal identities across national lines. Despite their common ancestry, these individuals remain politically divided but culturally unified. Our research explores how transnational communities manage their complex sense of self and examines the role of culture and the arts in preserving community unity amidst national diversity. This study addresses a gap in the academic literature by focusing on transnationalism's cultural and artistic dimensions in border regions, a seldom-explored topic. Using critical ethnography, data were gathered through documentation analysis, in-depth interviews, and participant observation with Dayak Bidayuh Jagoi community informants. Informants were chosen based on their familial ties in both Indonesia and Malaysia, representing culturally intertwined yet politically distinct communities. The research shows that transnational communities at the frontier use diverse strategies to preserve and express their cultural identity, despite political constraints. Cultural and artistic festivals are crucial for fostering community cohesion and identity, helping overcome territorial limitations. The findings significantly contribute to understanding the coexistence of transnational and national identities and the potential of arts and culture to strengthen community bonds despite political fragmentation. Emphasis is placed on supporting cultural programs that help communities preserve their identity and adopting a more inclusive and sensitive policy approach to the dynamics of transnationalism in border regions.

15:05-16:45 | (B1) PobleNou

Thursday Onsite Parallel Session 4

Education/Pedagogy

Session Chair: David Nyaberi

15:05-15:30

83562 | *Effectiveness of Content-Rich Songs as Supplemental Tools to Enhance Learners' Interest and Retention in Elementary Chemistry Classroom*

Elizabeth Oluremi Ayeni, Bellville College of Arts and Sciences Akure Ondo State, Nigeria

Available data has shown that there is a consistent decline in enrollment in chemistry among secondary school students in Nigeria and one of the identified reasons for this decline is students' inability to recall concepts learnt in the chemistry classroom due to perceived abstract nature of chemistry. However observations revealed that playing music and listening to songs is one of the prevalent habits among youths across the schooling age brackets and the rate at which they recall the lyrics of their favorite songs is so amazing. The researcher therefore investigated the effects of using content-rich songs as teaching supplements or reinforcement on students' retention in chemistry. The study employed a non-randomised quasi experimental pretest, posttest, control group design. The findings of the study revealed that a statistically significant difference was observed in the students' achievement score and also in the retention score. A statistically significant difference was also found in the mean interest scores of students who were taught using songs as supplemental teaching tool. Based on these findings, it was concluded that the use of content-rich songs as a supplemental tool in the teaching of chemistry facilitated students' retention and also promoted students' interest in learning chemistry. It was therefore recommended that educators should embrace the use of content-rich songs in chemistry classroom in order to boost beginners' interest and enhance retention.

15:30-15:55

87563 | *Boosting STEM Engagement Through Sports-themed Interventions: Impact on Student Competencies and Skills*

Jolly Bhadra, Qatar University, Qatar

Moustafa Gomaa Rabie Abdelaziz, Qatar University, Qatar

Noora Al-Thani, Qatar University, Qatar

Jlassi Khoulood, Qatar University, Qatar

Ruba Ali, Qatar University, Qatar

Students often face difficulties with engagement and performance in Science, Technology, Engineering, and Mathematics (STEM) fields, which can have significant consequences, such as limited career opportunities and impeded technological innovation. Capitalizing on the increased interest in sports following events like the FIFA World Cup, this research aimed to assess how this enthusiasm could be used to enhance student engagement and performance in STEM. The study examined the effectiveness of a sports-themed intervention on the STEM competencies, cognitive abilities, and interpersonal skills of 107 preparatory school students in grades 8-9. Quantitative data were gathered through pre- and post-intervention questionnaires. Normality tests (Shapiro-Wilk and Kolmogorov-Smirnov) indicated a non-normal data distribution, leading to the use of non-parametric analysis with the Mann-Whitney U test and Spearman's Rho correlation. The results showed significant improvements in students' STEM competencies, cognitive abilities, and interpersonal skills ($p < 0.05$), suggesting a positive overall impact on their STEM learning. Spearman's Rho correlation analysis also indicated a positive correlation between the intervention constructs. The findings suggest that sports-themed educational interventions can effectively boost students' interest and proficiency in STEM subjects, highlighting the need for further research to integrate innovative themed interventions in educational settings to enhance STEM education.

15:55-16:20

85724 | *Hop, Step, and Jump: The Art, Craft, and Music of Transforming Traditional Education in the North Rift Region of Kenya*

David Nyaberi, Lincoln University of Missouri, United States

Naomi Chemursoi, Egerton University, Kenya

Education for promoting ethnic and social cohesion can be challenging in a multicultural country like Kenya, where strong traditional beliefs and practices form the core of an individual culture's social norms. One such practice is Female Genital Mutilation (FGM), a traditional initiation rite of passage for girls that the Kenya Government outlawed in 2011. Despite its illegality, some rural communities still practice it as part of their emphasis on traditional education. Community-based programs through various non-profit organizations have tried to root out the practice. However, in some communities in the North Rift Region of Kenya, the progress has been a hop and a step, but sometimes there has been no jump. As part of ongoing research that began in December 2020, this paper presents findings from studying the Tugen people, a subgroup of the Kalenjin, who occupy the Baringo County of Kenya. The findings show that even though some Tugen girls still undergo FGM, the most robust programs put in place by the non-profit groups focus on art, craft, and music as alternatives to the traditional initiation rites. Such programs have made significant contributions to reducing the number of girls undergoing FGM in the Tugen community and thereby improving their access to formal education.

16:20-16:45

85261 | *Collaborative Learning in Large Enrolment Courses: Application of the Community of Inquiry Framework*

Kershnee Sevnarayan, University of South Africa, South Africa

Norman Vaughan, Mount Royal University, Canada

The importance and challenges of providing equitable access to higher education have been well documented in the research literature (Department of Education, 2016; Michalski, Cunningham & Henry, 2017). This study focuses on how the Community of Inquiry (Garrison, 2017) framework was applied to a high enrolment course in South Africa to provide a meaningful and collaborative learning experience for all students, specifically those from Indigenous and marginalized communities. At the heart of this study is an exploration of how Vaughan, Dell, Cleveland-Innes, and Garrison's (2023) seven principles of online and blended learning can be used to design, facilitate, and direct a dynamic and collaborative community to not only enhance student motivation and engagement but also to drive success within the course. This study addresses three key research objectives that form the foundation of this collaborative self-study: An investigation into the impact of collaborative learning communities within the academic writing course will be discussed, highlighting their effectiveness in boosting student motivation and engagement; An evaluation of the success of innovative outreach strategies designed to connect with the diverse student population in a distance education context; and A comprehensive assessment will be made regarding the correlation between active participation in collaborative communities and enhanced academic performance, retention rates, and overall success within the academic writing course. These objectives serve as critical benchmarks in understanding how the Community of Inquiry (Garrison, 2017) framework can shape the educational journey of students in a distance learning environment.

15:05-16:45 | (B1) Sants

Thursday Onsite Parallel Session 4

Ageing & Discrimination

Session Chair: Diego Oliveira

15:05-15:30

83192 | *Contribution of Women Empowerment on Community Development in Rwanda Case Study of Kigali City*

Ndayambaje Olive, Mbarara University, Rwanda

Olivier Ntagengwa, University of Technology and Business Studies, Rwanda

The study assesses the contribution of Women empowerment in the development of communities. Case study of Kigali City. The study was guided by the following objectives; i) to examine the contribution of women play in the development of communities, ii) to find out the challenges women face in the development of communities and iii) to find out strategies women can adopt to develop communities. Literature review was guided by research objectives and the study variables. The study used case study research design. The total population was 1100 but the study settled for 285 respondents on using Krejcie and Morgan (1970). The study also used convenience sampling technique. Data collection instruments used are interviews, documentation and questionnaires. Preliminary Findings were based on studied objectives and among the contributions of women in the development of communities are women taking up leadership roles, women in business and investment, women and family responsibility, among many others. Among the challenges women face in developing their communities are male dominated communities, cultural conflicts, low incomes, poverty levels and among the strategies women can adopt to develop their communities are empowering women, additional capital, increasing educational levels, key in decision making among many others. The study found out that Women contribute positively to the development of communities. The study recommends that women should be empowered to take up strategic positions in communities and be given room to participate in decision making and development.

15:30-15:55

85309 | *Challenging Norms: The Representation of a Gay Character and Toxic Masculinity in the South African Showmax Teen Telenovela "Youngins"*

Noko Reagan Mojela, University of South Africa, South Africa

Media representation of gay characters significantly influences societal attitudes and norms, most especially in areas with diverse cultural backgrounds like South Africa. This study investigates the representation of a gay character in the South African teen telenovela "Youngins" on Showmax, focusing on themes of toxic masculinity and cultural expectations. In South Africa, where cultural and social dynamics are complex and varied, media representations can either reinforce harmful stereotypes or promote greater acceptance and understanding. The character's journey from urban to rural areas, where he faces pressure from a single parent to conform to traditional heterosexual norms, provides a lens to explore the intersection of sexuality, cultural identity, and gender norms. Though there is extensive research on gay representation in Western media, there is a significant gap in understanding how these issues are portrayed in South African media, particularly in local television productions. This study makes use of qualitative content analysis to explore the representation of the gay character and themes of toxic masculinity. The findings of this study indicate that the show includes some stereotypical elements; it also breaks away from others, offering a more progressive representation. Furthermore, interactions between the gay character and other characters reveal broader societal attitudes towards gender and sexuality in South Africa. Additionally, the study's emphasis on toxic masculinity and its impact on identity and behaviour add to the understanding of gender norms in media portrayals. This study advocates for more inclusive and accurate media representations, which is essential for promoting societal acceptance and reducing harmful stereotypes.

15:55-16:20

83597 | *(In)visibility Matters: Unraveling the Myths and Countermyths of HIV/AIDS Trope Through the Film Kalel, 15*

George Vincent Gamayo, Polytechnic University of the Philippines, Philippines

The number of Human Immunodeficiency Virus (HIV) cases in the Philippines has increased to over 120,000 in 2023, with an average of 48 newly diagnosed each day. It is for this reason that popular culture in the country incorporates the contextual struggles of young people living with HIV (YPLWH). Literature reveals that many films depicting HIV misconstrue reality and the social values of PLWH, thereby inculcating irrational ideologies. This semiotic analysis dissects the award-winning advocacy film Kalel, 15, which depicts the life of a teenage boy drowning in poverty and orphaned by his parents as he navigates his early diagnosis of HIV. The findings reveal dominant myths that villainize women by depicting their dependence on men and their poor choices in life that result in their misery. Meanwhile, countermyths allows the audiences to see the societal issues through the lens of teenagers from underprivileged families, portrayed through intertextualities that symbolized the deep-rooted theocracy of Filipino culture, the dependence on alternative medical practices due to ignorance and inaccessibility of healthcare, as well as the emotional abuse parents unconsciously perpetrate on their children. In these countermyths, Roland Barthes's seven rhetorical strategies are reframed, presenting a different perspective on the struggles of the voiceless. Literature reveals that representation is important, but the wrong type can be dangerous. This study's recommendations give "H-O-P-E" a new meaning so that filmmakers and audiences can understand the importance of inclusive representation and media visibility for PLHIV and other socially isolated and discriminated groups.

16:20-16:45

85018 | *Ending Notes and Shūkatsu: Perceptions and Views on Aging and End-of-Life Planning in Japan*

Diego Oliveira, Nihon University, Japan

This paper explores the views and perceptions of end-of-life advisors and ending note writers on end-of-life planning in Japan. Ending notes are notebook-like writing pads that provide a space for individuals to record personal details and their wishes and requests concerning aging, dying, and death. These notebooks are often published and distributed by various businesses, non-profit organizations, publishing companies, and government agencies. They are considered the guide and manual for conducting end-of-life planning and preparation in Japan, popularly known as shūkatsu. Shūkatsu is a movement advocating for thorough end-of-life preparation, starting from retirement and covering the stages of aging, dying, and death. It involves diverse actors, including NPOs, businesses, local governments, scholars, and even TV personalities. The paper presents the analysis of 12 interviews with ending note writers and shūkatsu advisors on their perceptions of the movement and the creation of ending notes in Japan. The analysis shows that the participants view five important aspects of Japanese culture and society as prompting the expansion of shūkatsu and the creation of ending notes, namely, societal changes, generational differences, experiences of personal loss, increased death awareness, and new family dynamics. The paper ends by discussing the recent changes in Japanese society and the current state of the shūkatsu movement and ending notes in Japan.

Notes

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17:00-18:15 | (1F) Sant Sebastià

Thursday Onsite Parallel Session 5

Communication & Culture

Session Chair: Gennadiy Chernov

17:00-17:25

87867 | *Research Communications at the Crossroads of Cultural Flows: Perspectives from Practice*

Vikas John, Indian Institute for Human Settlements, India

Tanvi Bhatkar, Indian Institute for Human Settlements, India

Research Communications is an integral component of Research practice, enabling the amplification of societal impact. The epistemic frameworks of this practice have been long set and provide useful guidelines, often set in the language of 'best practices'. An important layer in understanding research communication is to also reflect on inherent tensions that emerge in the flows of communication. This is especially pertinent as research itself - particularly international and comparative research, now finds its space in multiple intersections. In this paper, we draw on the idea of "Cultural Flows" to highlight how Research and practice of communicating research flows across multiple geographic and disciplinary divisions, and cultural contexts, implicating institutions as well as researchers. We reflect on the agential opportunities and the structural challenges faced by institutions and individuals while defining effective impact-led interventions. We draw on frameworks provided by critical cultural studies, and our own practice of having worked in interdisciplinary global research projects and focus on three key aspects - the evolving Media landscape in the Global North and South; the various cultural frameworks and structures in which the process of communication unfolds in these geographies; and the structural challenges in defining impact strategies. We argue that Research Communication frameworks and by extension impact-led interventions, differ across both geographies and disciplines. Facets such as digital penetration, access, language, medium, as well as the current political climate play a key role in how effective communication practices and allied strategies emerge, allowing for newer ways of thinking about impact.

17:25-17:50

88009 | *Hofstede's National Cultural Dimensions in Managerial Context: A Georgian Case Study*

Tamar Karbaia, Caucasus University, Georgia

The article explores national cultural orientations in Georgian context and underscores the importance of culture in managing organizations. The study aimed to identify Hofstede's two cultural dimensions (LTO/STO and IND/COLL) by employing the updated version of the analysis provided by Michael Minkov. Research Design: The research employed a quantitative approach. Data were obtained from five major Georgian cities using quantitative methods to ensure representative findings. National cultural dimensions were assessed using Geert Hofstede's updated survey instrument (Minkov). The research model involved performing regression analysis and comparing findings with two samples based on education level. According to the literature, the following hypotheses were formulated: - Hypothesis 1: Georgians are characterized by an individualistic orientation. - Hypothesis 2: Georgians are long-term oriented. Research Limitation: Despite the reliability and validity of the research instrument and model, the study has certain limitations, such as the issue of respondents' social desirability and a lack of generalizability to other national contexts. Additionally, orientation indexes are dynamic, and the findings might not remain valid after several years. Empirical Implications: According to the findings, Georgians demonstrated intermediate scores on each dimension. The Individualism/Collectivism score was 54, and the Long/Short Term Orientation score was 57. These findings can be beneficial for companies to consider when determining the appropriate managerial approach.

17:50-18:15

87989 | *Need for Orientation in the Agenda-Setting Research: Revisiting Theoretical Foundations of the Concept*

Gennadiy Chernov, University of Regina, Canada

Need for Orientation (NFO) is the key motivational determinant of the agenda-setting theory. Many articles were dedicated to understanding how the desire to orient in the world attending various media, how to the need's components - relevance and uncertainty- determine the strength of the agenda-setting effects, and what are the best ways to measure this concept. However, there is little research analyzing theoretical bases of NFO that could place the concept into broader psychological and mass communication contexts. This paper attempts to revisit NFO from a theoretical perspective. It demonstrates how this motivational determinant of agenda setting have been evolving over the years. The concepts of needs and goals are discussed in regards to the agenda setting process. The paper discusses how legitimate the inclusion of the information processing logic. It also describes what a heuristic value NFO may have for a further development of the agenda-setting field.

17:00-18:15 | (B1) Gràcia

Thursday Onsite Parallel Session 5

Communication

Session Chair: Kevin Visconti

17:00-17:25

84542 | *Freedom of Speech? Coverage of Indonesia's 'Information and Electronic Transactions' Law in Indigenous Online News Media*
Sufri Suhadi, University of Kent, United Kingdom

2021 was a year of controversy with a proliferation of mainstream media reporting about Indonesia's 'Information and Electronic Transactions' (ITE) law. The ITE law faced backlash from Indonesian society because of the vague and ambiguous interpretation of the defamation act under this law implementation. Thus, most Indonesians demanded that the ITE law be revised because it has been used opportunistically to threaten freedom of speech on the internet and social media. Given the crucial role that popular online news media plays in shaping the public's perceptions of the issues represented, the purpose of this research is subject to the ability of the most popular Indonesia news media, as they should be neutral in reporting the ITE law by making their perceptions and arguments impartial and reflecting the state of matters unbiased. This research employs a critical content analysis grounded in critical discourse analysis to analyse the representation of ITE law revision in Detik and Kompas. This research focused on news sources from Detik and Kompas over 11 months in 2021 and performed a qualitative thematic analysis of 203 news articles using NVivo to explore the similarities and differences of the discursive representation of ITE law revision. The research found that Kompas echoed state-sponsored discourse. For instance, their selective reporting on ITE law revision refers to sources that only align more with state matters than public interests. At the same time, Detik takes a more balanced approach by sourcing and quoting not only from state institutions but also societal perspectives.

17:25-17:50

82484 | *News Credibility and Undergraduates from Europe and the West*
Michael Smith, LCC International University, Lithuania
Stephen Perry, Regent University, United States

This analysis of undergraduates from universities in the United States, Eastern Europe and other countries explores students' trust of several news sites such as BBC news. The research question focused on news credibility and asked: "What is the level of trust in news among undergraduate students in Europe and the United States?" This research examined journal articles that used survey research to show that trust in legacy media and social media continues to plummet. The Smith and Perry survey of 242 respondents found similar results; furthermore, the research found that regardless of country, students in the undergraduate demographic tended to distrust news sites. The findings are statistically significant. This research uses cultivation theory as a partial explanation of the general finding that most students tended to distrust news sites and social media. Among the topics this research discusses is the influence of Russian occupation on the way undergraduates filter information from the state-owned and commercial media. The findings suggest that undergraduates students who live in former Soviet block countries are more likely to distrust media regardless of source. LCC International University Professor Shane Crombie contributed.

17:50-18:15

83746 | *Communicating Legitimacy: Sustainability as a Basis of Legitimacy in Institutional Theory*
Kevin Visconti, Columbia University in the City of New York, United States

Within the larger academic discipline of communication, this research examines the sub-field of environmental communication with a focus on wine economics, investigating green marketing and sustainable agriculture in the global wine industry. This research is an interdisciplinary exploration of the world wine market with a comprehensive focus on a top-producing, global wine region: The Hudson River Region. As emerging leaders in agribusiness, this geographic area is actively contributing to the future direction of environmental marketing in the global wine industry, marking this research agenda as imperative, timely and urgent. This research investigates the sustainable practices being implemented by vintners in the Hudson River wine industry and examines the marketing discourse communicated via wine bottle labels to construct an environmentally friendly image. Ultimately, this project inspects the strategies of all 13 wineries on the Shawangunk Wine Trail by means of content analysis to compare organic and non-organic wine bottle labels and determine the extent to which green marketing is used as a form of environmental communication. Institutional Theory examines how organizational messages are produced, managed and distributed. One strand of the theory, Basis of Legitimacy, predicts that organizational stability and industry survival are directly related to consumer perception of the institution. Specifically, due to their "terroir driven and sustainably produced" philosophy, wineries on the Shawangunk Wine Trail in the Hudson River Region of New York can construct a Basis of Legitimacy through green marketing on wine bottle labels that communicates their legitimate environmental narrative to consumers.

17:00-18:15 | (B1) PobleNou

Thursday Onsite Parallel Session 5

Aesthetics & Design

Session Chair: Cláudia Pedro Santos

17:00-17:25

85780 | *Materiality and Sensory Engagement: Production Design Strategies for Enhancing Haptic Visuality in The Witch*
Mariana Schwartz, University of Beira Interior, Portugal

How wonderful it is to inhabit another space for a couple of hours. That's what happens when we watch a film. Fiction films rely on the illusion of narrative unfolding in a believable and plausible space. Despite the critical role of the film's diegetic space in this immersion, it often goes unnoticed by scholars. In cinema, the production designer strategically selects and relates visual information to create the scenes' atmosphere and immerse the audience in the characters' universe. When working with different materials, the production designer can strive towards a haptic visuality, which acts as a tool to evoke various sensations in the viewer. It is crucial to understand the audience not as passive observers but as active participants who engage with the film on a multisensory level. Drawing upon insights from authors such as C. S. Tashiro, Antoine Gaudin, Laura Marks, and Jennifer Barker, this article delves into the interplay between materiality and perception within cinematic settings and aims to explore how production design can utilize materials to enhance haptic visuality. The production design of the film *The Witch* (Robert Eggers, 2015) will be analyzed, highlighting how Craig Lathrop, the professional responsible for overseeing the art department, successfully created a textural environment that enriched the viewer's experience.

17:25-17:50

82147 | *Exploring the Morphological Aesthetics of Sound: Insights from Cymatics and Sandboxes*
Elvert Durán Vivanco, Universidad del Biobío, Chile
Valentina Ambiado, Laboratorio AOIR, Chile
Carlota Durán, Teja Verde Ecodesign, Chile
Camila Arzola, Laboratorio AOIR, Chile
Braulio Gatica, Gravitacional Smart Landscape, Chile

The interaction between sound and the different states of matter evidences an interesting morphological-aesthetic language from different points of view. What is heard as a sound wave can also be observed by generating tangible geometric patterns, the product of vibration, a material in a granular format, and a surface as support evidencing a choreography of how sound manifests itself in real-time, a phenomenon known as cymatics. Observing geometric patterns allows us to understand the self-organizing capacity of certain unformed states of matter, like sand. The history of the Sandbox Game is beginning to be explored in pediatrics and psychiatry, where the mental benefits from the interaction or tactile experience with sand are observed. This case study relates a transdisciplinary research process in the design object that promote people's welfare through interaction with their natural environment (biophilia). In this case, the design of a cymatic object for therapeutic meditation through the tracing of geometric cymatic patterns in sand boxes. This experience was carried out in the south of Chile (2023) and is fundamentally based on the stages of field sound recordings and their transformation into cymatic morphology. Another novel aspect of the process was the incorporation of computational tools of parametric design both in the visualization of the cymatic phenomenon and in the fabrication of digital tooling and its subsequent transformation into ceramic objects. This is an outcome that belongs to the "Artefacto Címático" project, which is a research initiative that brings together aesthetic aspects related to art, science, and design.

17:50-18:15

85014 | *Authorship and Craft in Glass Design from Portugal*
Cláudia Pedro Santos, University of Beira Interior | VICARTE - Vidro e Cerâmica para as Artes, Portugal

After the 80s, the concept of authorial design (Rock, 1996) has significantly shaped the landscape of glass design in Portugal. The intersection of authorial design and glass design in Portugal (Souto, 2016), examining how glass masters and designers engage the unique glass properties to create distinctive works that blur the boundaries between arts, crafts (Rossi, 2015) and functionality. Portugal holds a marked history in glassmaking (Mendes, 2021), influenced by national culture and global trends. From traditional techniques to contemporary innovations, Portuguese glass design reflects a dynamic evolution shaped by cultural, technological, and material influences (Ashby, 2010). This study draws on seminal works by authors (Foucault, 1969) such as Marco Sousa Santos to Protodesign (Coutinho; Santos, 2012) to illustrate the evolution of glass design in Portugal, highlighting the fusion of traditional craftsmanship with contemporary design. Central to this investigation is the exploration of materiality in glass design (Leftieri, 2014), encompassing the inherent qualities of glass as a medium (Manzini, 1993), the techniques and technologies employed in its manipulation, and their impact on design outcomes. By analysing the cultural and historical contexts that underpin Portuguese glass design, this research seeks to elucidate how designers leverage the material's versatility and transparency (Toromanoff, 2019) to evoke emotion (Norman, 2005) and functionality. Through a synthesis of literature on glass design and cultural materialism (Buchli, 2020), this work aims to contribute to a knowledge of the symbiotic relationship between Authorial Design (McCarthy, 2013) and Glass Design in Portugal (Almeida, 2020). Ultimately, this study consolidates the recognition of Portuguese glass designers (Santos, 2021) by mapping their work.

17:00-18:15 | (B1) Sants

Thursday Onsite Parallel Session 5

International Education

Session Chair: Hiroshi Nakagawa

17:00-17:25

84870 | *Experiences of Intercultural Conflict Among International Students: Do Their Coping Strategies Differ According to Socio-Cultural Dimensions?*

Bipasha Das, Banaras Hindu University, India

Satyam Verma, Banaras Hindu University, India

Alok Gardia, Banaras Hindu University, India

A significant rise in international students' enrolment in Indian higher education is observed from 15% to 35% between 2014 and 2021 (OECD, 2021). Yet, the understanding of intercultural conflicts among international students in India is inadequate. Hence, this study explores the experiences of intercultural conflict among international students and its coping strategies based on gender, nationality, and religion. The study was conducted in Asia's largest residential university, Banaras Hindu University, India, having 551 international students following a qualitative phenomenology design. The sample comprised 12 international students from 11 countries and four religions selected purposively. A semi-structured in-depth interview schedule was used, and validated through expert consultation and pilot interviews. The study findings revealed four themes— experiences of differences, linguistic barrier, expanding outlook, and coping strategies each having four to six sub-themes. It was majorly found that international students find it challenging to assimilate to cultural changes mostly related to dietary changes, religious celebrations, and problems in acculturation. On the contrary, they also found it expanding their outlook toward cultural assimilation. While in coping strategies, female students evolve different problem-solving techniques and feel more vulnerable having a perceptible level of low freedom and safety. International students also benefited from their foreign nationality as it increased their visibility and social privileges. The study implied the development of sound inclusion strategies for international students giving them more opportunities for mutual interaction and absorption in campus life. Future researchers may design such intervention programs to promote the inclusion of international students.

17:25-17:50

87708 | *Internationalisation-at-home in Chinese Universities: Contradictions and Potential Changes*

Lijuan Luo, Edinburgh Napier University, United Kingdom

Peter Cruickshank, Edinburgh Napier University, United Kingdom

Kendall Richards, Edinburgh Napier University, United Kingdom

Pritam Chita, Edinburgh Napier University, United Kingdom

Introduction: Internationalisation at Home (IaH) is a new trend in Internationalisation of Higher Education (IoHE). Starting with China's emergence as a major international education player, the study evaluates the student experience of IaH in two Chinese higher education institutions, exploring the underlying values, purposes, and approaches. Method: Two qualitative case studies were conducted, with 29 semi-structured student interviews. They were analysed through the lens of Activity Theory to identify the contradictions driving change. Results: The analysis reveals that students perceive IaH as a driver for education reform, including curriculum transformation, student and academic development, income generation enhancement, university reputation improvement, and inclusive education. Activity Theory enabled the identification of contradictions, such as the tension between personal development expectations and industrial needs, the superficial nature of IaH implementation when restricted to specific departments like an International Office/School, differing cultural and educational expectations and practices, and the role of traditional practices in blocking the reform process. Conclusions: These contradictions illustrate the complex interactions between student aspirations, institutional strategies, and the broader educational and industrial landscape. The Activity Theory framework demonstrates key social-cultural and contextual elements central to education reform. It identifies considerations in implementation of IaH strategies. Significance: This is the first use of Activity Theory to evaluate the relationship in IaH between higher education reform, goal setting, social and cultural norms, industrial expectations and internal roles and responsibilities. The research has generated new understandings of how IaH can be extended to other developing countries.

17:50-18:15

86099 | *Improving Study Abroad Participation in Japan Using Factor Analysis to Understand Student Concerns*

Hiroshi Nakagawa, Kindai University, Japan

The Japanese government, led by the Ministry of Education, Culture, Sports, Science and Technology (MEXT), encourages domestic students to study abroad by investing 2 billion yen annually in scholarships to meet the growing societal need for international orientation. Recognizing the importance of study abroad, some Japanese universities have made it a graduation requirement. In addition, a 2020 survey of Japan's super-global universities revealed plans to blend physical study abroad with online education, emphasizing quality over quantity in the post-Corona era. To build on these efforts, this study explores the hesitations hindering Japanese university students from participating in study abroad programs during the 2023-2024 academic years. Building upon Nakagawa's (2024) research, it utilizes exploratory factor analysis to examine the decision-making processes of 150 Japanese university students from the Kanto and Chubu regions, ranging from first to fourth-year undergraduates with intermediate English proficiency. The research identifies concerns such as perceived international risks, informational and competency barriers, family pressures, and academic and career-related anxieties. This study conducts an investigation involving factor analysis on students' pre-departure reasons for studying abroad, offering insights into their evolving wants and needs. Preliminary results provide a blueprint for creating successful international experiences that align with Japanese students' needs. In alignment with the Ministry of Education's global education initiatives, the study offers strategic recommendations to improve the effectiveness of study-abroad programs and promote the internationalization of Japanese higher education.

Notes

[illegible]



Friday, November 15

Parallel Sessions

All times are European Central Time (UTC+1)

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

09:00-10:40 | (1F) Barceloneta

Friday Onsite Parallel Session 1

Mathematics Education

Session Chair: Ugorji Ogonnaya

09:25-09:50

84992 | *Pupils' Problem-solving Perceptions and Competencies in Mathematics*

Millicent Narh-Kert, University of Ghana, Ghana

Ernest Ampadu, KTH Royal Institute of Technology, Sweden

Rita Yeboah, University of Ghana, Ghana

This research explores co-creation, emphasizing no- and low-cost instructional materials to improve pupils' problem-solving skills among Grades 1-3 learners. The study sample includes 1408 pupils and 45 teachers from grades 1-3. Two instruments, a problem-solving perception survey, and a problem-solving assessment tool, were used to measure pupils' problem-solving attitudes and competence. The ANOVA from the pre-test results indicates that two of the constructs (problem-solving tendency and avoidance style) are statistically significant, $F(2, 1405) = 8.65, p < 0.001$, and $F(2, 1405) = 11.34, p < 0.001$, respectively. However, there was no significant difference between class and self-control. The descriptive statistics show majority (about 82.4%) of primary three pupils ascribed positively to the problem-solving confidence statements. About 68.9% and 73.2% of primary one and two pupils ascribed positively to these statements. The problem-solving assessment tool shows a significant difference between pupils' performance and the different strands. Grade 1 pupils performed better than their Grades 2 and 3 counterparts in questions measuring number and algebra knowledge. About 83.4% of Grade 1 pupils scored between (60-100%) in questions in this category, as compared to 23.1% and 32.3% for Grades 2 and 3, respectively. The results also show a direct relationship between pupils' self-control and the other two constructs (problem-solving confidence and avoidance style); this has implications for students learning and problem-solving competencies. That is, supporting pupils to develop self-control when solving mathematical problems could help improve their problem-solving confidence and avoidance style, which will, in turn, help improve their problem-solving performance.

09:50-10:15

87870 | *Examining Motivations for Pursuing Mathematics: Perspectives of Senior High School Students*

Jennifer Robinson, Emirates College for Advanced Education, United Arab Emirates

Evrin Erbilgin, Emirates College for Advanced Education, United Arab Emirates

Jason Johnson, Emirates College for Advanced Education, United Arab Emirates

Mathematics is a subject that is highly regarded in many countries and cultural contexts, with governments around the world placing importance on attracting students to pursue the discipline and choose mathematics-related fields for their careers. While research suggests a narrowing of the gender gap, with PISA 2018 results identifying 14 countries with a reverse gender gap in mathematics (OECD, 2019), a continuing trend is that females tend to be less likely than males to engage in careers involving mathematics (Kaleva et al., 2019). This study, set in the context of private schools in Abu Dhabi in the United Arab Emirates, sought to explore the factors that influence decisions for why girls choose to or choose not to pursue mathematics in senior high school and their career aspirations. The theoretical framework for this study is based on the Social Cognitive Career Theory (SCCT) framework (Lent et al., 1994). Qualitative data has been collected through semi-structured focus groups, based on subject choices and gender. Through thematic analysis, the SCCT guided the initial identification of codes/themes that formed the basis for the analysis in this study. Four main themes emerged from the data analysis, namely: personal, family, school, peer, and community related cultural factors; personal cognitive factors; contextual factors; and learning experiences. A focus of the presentation will include discussion of findings, implications, and recommendations for further research.

10:15-10:40

87726 | *Contextual Features of Probability Questions in Two South African Textbook Series of Grades 10 and 11*

Ugorji Ogonnaya, University of Pretoria, South Africa

Context plays a significant role in teaching and learning, helping to relate teaching to learners' environments and facilitating comprehension and real-life application of concepts. In probability education, contextualisation can enrich the learning experience by making it more relevant and engaging, fostering a deeper understanding of the subject. Probability finds many applications in real life, it is crucial for developing critical thinking and serves as a foundation for advanced studies in mathematics and related disciplines, making its contextual presentation in textbooks vital. Given the fundamental role of textbooks in education and the importance of probability in mathematics and everyday life, this study investigated how contexts are embedded in probability questions within two South African mathematics textbook series for Grades 10 and 11. Using Yang and Sianturi's three-strand contextual features analytical framework, we categorised probability questions in four mathematics textbooks (two each for grades 10 and 11) into application problems of situational relevance, mathematical modelling problems, and non-application problems. The study found that 70% of the probability questions in the textbooks focused on mathematical modelling, 26% on situational relevance, and 4% were non-application problems. These findings show an overemphasis on mathematical modelling and insufficient focus on the real-life application of probability, indicating a need for a more balanced approach in setting textbook questions to enhance students' understanding and appreciation of probability in practical contexts.

09:00-10:40 | (1F) Mar Bella

Friday Onsite Parallel Session 1

Speaking Skills in Education

Session Chair: Iman Oraif

09:00-09:25

85107 | *A Neo-Gricean Pragmatics: Cooperative Principles Analysis of Students' Speech Acts in Class Discussion*

Irma Syahrani, Universitas Pendidikan Indonesia, Indonesia

Hasria Riski, Universitas Perjuangan Republik Indonesia, Indonesia

Aceng Ruhendi Syaifullah, Universitas Pendidikan Indonesia, Indonesia

In the class discussion learning process, students should apply the cooperative principles of conversation to ensure smooth communication and effective conveyance of intended meaning. However, students often break this principle. The research aims to reveal the cooperative principles and types of cooperative principles breaking in class discussion conversations based on the Neo-Gricean pragmatics approach. The method employed is descriptive-qualitative. The subjects of this research are the fifth-semester students majoring in the Pancasila and Citizenship Education Study Program at Jakarta State University. This research data consists of speech acts in the form of questions and answers among students during classroom discussions. Based on the analysis of the Locutionary Cooperative Principle and Perlocutionary Cooperative Principle, as well as referring to the neo-Gricean Horn theory (1989/2004), the results indicate that students more frequently break the relevance (R) principle than the quantity (Q) principle. According to the neo-Gricean theory of Thomas (1995), it was found that there is one type of maxim breaking of cooperative principles often carried out by students, namely flouting. This research reveals that students broke the cooperative principle because students do not understand the contextual meaning of the questions given by their peers, and students are not merely interested in their peers knowing the answer to the question but rather in having a better understanding of the meaning of the answer. This research can be used as a reference in the class discussion process to answer questions effectively.

09:25-09:50

81402 | *An Online Educational Framework for Teaching Academic Listening and Speaking Skills to English Language Learners*

Stephen Peridore, College of Southern Nevada, United States

Nathalie Odom, College of Southern Nevada, United States

Veronica McVoy, College of Southern Nevada, United States

The purpose of this presentation is to demonstrate how the development and teaching of online college-level ESL academic listening and speaking skills is a viable, logical, and efficient endeavor. Those interested in developing and/or teaching online ESL listening and speaking courses will learn how to effectively integrate and organize a course management system (CMS), such as Canvas with cutting-edge Web 2.0 tools to make their online listening and speaking classes user-friendly, interactive through the use of videos, voice and discussion boards, synchronous online conferencing with student breakout rooms, tutorials, innovative 3rd party software, and online assignments and assessment tools, all of which effectively promote the acquisition of both American English oral receptive and productions skills. Doing so will allow teachers to engage students by adapting teaching methodologies that are proven effective in traditional classrooms and applying them to the online environment, which simultaneously promote both listening and speaking skills and E-literacy, so students can compete, not only in home, work, and academic environments, but also in the ever-changing digital age. Teaching listening and speaking skills online means more flexibility for students with competing home and workplace responsibilities and a much more tailored curriculum in a less threatening environment. Finally, a comparative analysis of online versus face-to-face sections of two listening and speaking courses at an American college will show that there is no significant difference in performance between the two learning modalities.

09:50-10:15

87730 | *Comparative Studies of Global Citizenship Program Assessments in Higher Education: A Case Study on Public Speaking Course*

Joanna Witwicki, University of Geneva, Switzerland

The development of Global Citizenship Education (GCED) in higher education is crucial for nurturing students' global competencies. However, assessing these dimensions is challenging due to diverse experiences, making it hard to establish consistent measures. To address these challenges, this study analyzed and compared the practices, perceptions and educational assessment of the Global Citizenship course Public Speaking, delivered in the fall of 2023 in three case study countries: Uzbekistan, Switzerland, and the USA. The study gathered the final grades of 119 Bachelor's students, focusing on student populations from the case study countries, and collected responses from three faculty members to online survey questions. The survey highlighted the difficulty in objectively evaluating subjective work and speech content due to diverse cultural backgrounds. Instructors indicated that the most accurate assessment tool is the outcome-based assessment, specifically the interdisciplinary activity presentation, while curriculum-based assessment via quizzes was considered the least accurate. The analysis of exam scores across different locations showed that the assessment instruments efficiently evaluated university students' public speaking proficiency. However, it also revealed variations in grade distributions and academic performance, emphasizing the impact of cultural differences, grading standards, and academic traditions on student outcomes in the Public Speaking course.

10:15-10:40

86249 | *'Follow Me': Does This Educational Material Still Motivate Modern EFL Learners to Develop Their Speaking Skills?*

Iman Oraif, Imam Mohammad ibn Saud Islamic University (IMSIU), Saudi Arabia

The use of videos has previously been examined to determine its effectiveness in language classes, especially its impact on developing listening and speaking skills. Here, it is still found to be invaluable. However, artificial intelligence (AI) is increasingly dominating other technology in the educational realm. Moreover, users require adequate knowledge of technology and access to a reliable Internet connection. In comparison, although they are considered conventional and perhaps outdated, videos are easy to use and do not require any special technological competence. Consequently, this study re-examines this conventional approach to increasing motivation among Saudi female EFL undergraduate students, specifically to improve their English-speaking skills and deploying a quasi-experimental approach. In this study, the video series 'Follow Me' for intermediates was shown to students over the period of one month, allowing them the freedom to watch episodes at their convenience at home. Each week, the students submitted a synopsis of the episode they had watched, and an electronic survey was disseminated at the end of the study. The survey was adapted from Mhlongo et al. (2022) and included five domains: Lecturer-specific motivational components (Domain 1); learner-specific motivational components – self-confidence/anxiety/self-efficacy (Domain 2); learner-specific motivational components – need for achievement/effort (Domain 3); course-specific motivational components (Domain 4), and integrative and instrumental motivational components (Domain 5). Recommendations to reconsider the use of videos in the EFL context were subsequently made to stakeholders based on the results.

09:00-10:40 | (1F) Nova Icaria

Friday Onsite Parallel Session 1

Literature, Literary Studies and Theory

Session Chair: Ana Gogilashvili

09:25-09:50

88002 | *Autobiographical Memory in Easterine Kire's Mari (2010)*

Shilpy Jain, Indian Institute of Technology Kanpur, India

The paper examines the literary representation of autobiographical memory in the Naga author Easterine Kire's novel *Mari* (2010). The novel presents a fictional account of the autobiographical memories of the author's maternal aunt Khrielievu Mari O'Leary of the Japanese invasion of India via Kohima in 1944 and the ensuing Battle of Kohima during World War II. The novel, based on the real-life diary kept by Khrielievu Mari O'Leary, foregrounds the sufferings and contribution of the local Naga tribes who fought alongside their colonial masters in contrast to the official historiography that has been primarily centered on the battlefield experiences of the military personnel. The paper argues that the novel while focusing on the life experiences of a local Naga woman Khrielievu recreates the history of the Japanese invasion of India via Kohima in 1944 and the Battle of Kohima through an insider's perspective. The novel captures this marginalised narrative by highlighting key events such as the evacuation of the locals, and how they worked as labourers, contractors, and interpreters in the construction of the road as part of war effort, and their direct participation in the war as soldiers, guides, spies, stretch-bearers, ammunition carriers etc that often resulted in the loss of their loved ones. Thus, demonstrating the usefulness of autobiographical memories in reconstructing the historical past or the memory of larger historical events to give voice to the unheard voices.

09:50-10:15

84743 | *Understanding Conspiracy Theory Belief Through Creative Writing*

Nadia Cowperthwaite, CQ University, Australia

The belief in conspiracy theories has moved to an international level with many theories spreading worldwide, morphing narratives into cultural and area specific conspiracy theories to garner as much fear and shareability as possible. We have all witnessed how social media and the internet has been able to spread mis- and disinformation in record time. Using arts-based-practice as the research methodology has allowed the analysis and understanding of, not just the creative process but, also, the research process into the psychology of conspiracy theory belief and how misinformation is spread through marketing techniques in the digital world. I am submitting a creative artefact and exegesis to reach more people including people outside of academia. The creative artefact is an action novel that is enjoyable to read but also shares knowledge with the audience by using literary and language theories that research has shown can impact a reader's beliefs. Psychology theories will be behind the pedagogical aspect of the novel, teaching how conspiracy theories and propaganda are propagated, how to clarify if a piece of media is misinformation, and how to assist a friend or family member who has found themselves in a dangerous position of being in a cult-like group. Conspiracy theories cross over different mediums and draw on many different backgrounds which has led me to mesh disciplines in my research project to better understand conspiracy theories' interconnections.

10:15-10:40

81624 | *The Post-Soviet Era Through the Eyes of Georgian Authors of the 21st Century*

Ana Gogilashvili, Sulkhani-Kebela University, Georgia

The subject of my study is post-Soviet era in the eyes of Georgian literature of the 21st century by the example of the novel "Lack of Light" by Nino Kharatishvili. The novel showcases Georgia of 90's by the example of inhabitants of common Tbilisi yard. Darkness, hunger, cold, bloodshed, drugs, criminal lords, murder, suicide – all these tragic realities and events force the characters to fight for survival. They become typical geezers, children of a typical environment, relevant to the dark era they live in, both literally and figuratively. Due to unstable criminal situation established in the country, their talents are buried. Their ambitions, childhood dreams and hopes remain unreachable and unthinkable. The matter under inquiry is chosen due to the fact that many modern authors even today try to expose the results of the Soviet cultural and ideological expansion, which unfortunately wasn't limited to 70 years and still remains and makes itself felt even after the Soviet order came to an end. All of this is caused by the fact that on one hand, the literary-artistic analysis of already closed chapter of history can be much more objective (since it is free from censorship), and on the other hand, the circumstance that this matter is still relevant in the 21st century, is another confirmation that the imprint of the Soviet order is still quite evident in Georgian reality and has an impact on our everyday life, people's mindset and the way of life.

09:00-10:40 | (1F) Sant Sebastià

Friday Onsite Parallel Session 1

Professional Training, Development & Concerns in Education

Session Chair: Rose Jagielo-Manion

09:00-09:25

85270 | *Exploring the CEFR Landscape: A Decade of Diverse Trainers' Strategies for Enriching In-Service English Teachers' Proficiency*
Yusnamariah MD Yusop, Islamic Science University, Malaysia
Hayati Ismail, Islamic Science University, Malaysia
Ramiada Darmi, Islamic Science University, Malaysia

Teacher professional development programmes are crucial in producing significant input towards developing teachers' essential skills and knowledge. It aims to address evolving educational demands and elevate student achievements. Within the realm of English language instruction, and particularly with the implementation of the Common European Framework of Reference for Languages (CEFR), these programmes strive to bolster the competency of in-service teachers by providing specific training and assistance. This study explores the strategies the trainers employed in delivering teacher professional development programmes to enhance English proficiency among in-service teachers based on the CEFR. Employing a qualitative methodology, semi-structured interviews were conducted with three groups of trainers; native speakers, lecturers from the Ministry of Education, and facilitators among teachers. The research identifies a range of innovative strategies used to address challenges like resistance to change, varying teacher competence, and logistical constraints. In addition, the findings of the study reveal the importance of customised training, ongoing support, and collaborative learning in maximising professional development programmes' effectiveness. By offering insights into successful trainers' practices, this research provides valuable recommendations for strengthening TPD programmes and ultimately improving teachers' language proficiency.

09:25-09:50

84941 | *Teachers' Content Knowledge of Reading Comprehension: The Effects of a Practice-Based Professional Development*
Ashley Stack, Texas A&M University, United States
Kay Wijekumar, Texas A&M University, United States

Teachers have been identified as the single most important school-related factor in determining students' success in school (International Literacy Association, 2019) and in life (Chetty et al., 2014). Teachers' knowledge and quality of instruction matter to student achievement (Haylock, 1998; Hudson et al., 2021). Effective professional development may lead to changes in teachers' knowledge and skills, thereby resulting in instructional changes and improved student outcomes (Desimone, 2009). This study examined the effect of a practice-based reading comprehension professional development on teachers' content knowledge (i.e., direct knowledge of the subject) and pedagogical content knowledge (i.e., knowledge of how to teach the subject) of reading comprehension. One hundred sixty-six teachers completed two pretest measures of teacher knowledge of reading comprehension. Teachers were randomly assigned to intervention or control groups. Intervention teachers attended a two-day practice-based professional development for a reading comprehension framework. Control teachers attended an informational meeting describing the study. Both groups completed two post-test measures of teacher knowledge at the end of their respective meetings. At posttest, intervention teachers scored statistically significantly higher on a proximal measure of content knowledge of reading comprehension ($ES = 1.65$; $p < .001$) and their self-perceived efficacy for teaching reading ($ES = 0.38$; $p < .001$) compared to the control group. The results suggest that an intensive two-day professional development on a structured, evidence-based reading comprehension framework is effective at improving teachers' content knowledge and self-efficacy for teaching reading comprehension.

09:50-10:15

83760 | *ESL Students and Teachers' Perceptions of Qualities of English Language Teachers*
Rajakumar Guduru, Indian Institute of Technology, India
Saranya C, Mepco Schlenk Engineering College, India
Raju Dhuli, Indian Institute of Technology, India

The qualities of a good English language teacher play a key role in the effective English language instruction. Most importantly, students are influenced by the good qualities of a language teacher. Hence, the present paper delves into the students' perceptions of the essential attributes and characteristics that define good English language teachers. A structured questionnaire has been administered through online mode to 435 students across disciplines such as: engineering, science, humanities and social sciences. The questionnaire contained 10 statements on the subject knowledge, personality, adaptability, learning environment, passion for teaching, versatility, interpersonal communication skills, and professional development as key qualities and components of effective English language teachers. Students had to mark their responses to the statements from the five options given on the Likert Scale. Informal interviews with 10 experienced teachers, classroom teaching observation, and student feedback of teaching were also used to obtain data. Results showed that Teachers must know their subjects well ranked in the first position with the weighted average of 4.68; and versatility is ranked the lowest in the tenth position indicating a lower level of consensus among respondents on its significance in effective teaching. By synthesizing existing literature and conducting surveys and interviews with both students and educators, this paper aims to shed light on the multifaceted nature of effective English language instruction. The findings provide valuable insights for teacher training programs, educational institutions, and language instructors, contributing to the enhancement of English language teaching and learning outcomes.

10:15-10:40

84796 | *Intentional Lesson Study Using a Reflection Model for Preservice Teacher Preparation: Observation, Reflection, Creation, Application (ORCA)*
Rose Jagielo-Manion, West Chester University of Pennsylvania, United States
Crystal Loose, West Chester University of Pennsylvania, United States

In recent years there has been a decline in enrollment of students who want to enter the field of education (Will, 2022). Evidence suggests that the context of a teacher's preservice teaching is associated with important consequences for later employment outcomes (Goldhaber et al., 2017), which has significant implications for teacher preparation programs. Several factors have been shown to support preservice teachers' self-efficacy, including lesson-related practices and positive mentoring experiences (Nikočević-Kurti, 2022; Rupp & Becker, 2020). This qualitative study presents the impact of lesson study in supporting 17 preservice teachers' self-efficacy through a reflection model focused on observation, reflection, creation, and application (ORCA) of lessons that addressed participants' self-determined areas of practice. Participants were organized into teacher learning communities (TLC) to guide and support their own and peers' growth in specific areas related to student engagement and collaboration, differentiation, instructional strategies such as movement, and social emotional lessons. Data was collected using participant observations and reflections of experienced and preservice teachers' instruction, reflective journals, focus group interviews, and audio-recorded post-observation conferences with the university supervisor. Findings revealed that the intentional planning, deep reflection, and support from peers in their TLC built into lesson study increased participants' confidence, knowledge of instructional ideas and strategies, and fostered their agency and self-advocacy. Results of this study can be integrated into teacher preparation programs to foster preservice teachers' self-efficacy and self-reflection, promote K-12 students' success, and ideally address the challenges of teacher stress and chronic teacher shortages that currently permeate the profession.

09:00-10:40 | (B1) Eixample

Friday Onsite Parallel Session 1

Teaching & Learning Techniques

Session Chair: Rémi Cogranne

09:00-09:25

84957 | *A "Design Thinking Traits" Based Study on Project-based Teaching Practices in Architectural Education in the 21st Century*

Inès Ikram Tlemsani, Montpellier National School of Architecture, France

Sébastien Challes, University of Montpellier III (LIFAM Laboratory), France

Vinicius Raducanu, École Nationale Supérieure D'architecture De Montpellier (LIFAM Laboratory), France

In the 21st century, the architectural profession faces unprecedented challenges, driven by rapid societal shifts, technological advancements and environmental concerns. To address these challenges, architectural education must evolve, embracing pedagogical approaches that equip students with the necessary interpersonal, social, cognitive, and meta-cognitive skills to thrive in this dynamic landscape. This literature review explores the affirmation of these skills by identifying various "project-based pedagogy" practices in design studios that explicitly reference them in a set of international architectural education experiences (N=28). This review identified a set of skills (N=12) that can be grouped under three "traits" of the "design thinking" theory: interdisciplinary collaboration, empathy, and integrative thinking. It also identified 14 "project-based pedagogy" approaches implemented in these experiences. The findings revealed that certain combinations of pedagogical approaches in the design studio were more effective in developing these skills. On the other hand, the study identified an underestimation of other skills that are considered essential for the evolving practice of architecture, as affirmed by the existing literature on this subject. This study investigates the evolving nature of teaching practices within the design studio framework. It highlights the changing roles, postures, and relational dynamics between the various actors (teachers, students, external stakeholders) within these increasingly collaborative and interdisciplinary learning environments. It, also, provides valuable insights for educators and researchers seeking to adapt pedagogical approaches to the changing multiform demands of the evolving architectural education.

09:25-09:50

87980 | *Public Speaking Training for High-School Students to Serve as a Catalyst for Personal and Professional Growth*

Christian Campos, Tenn. Group / Universidad Metropolitana, Venezuela

Within the present competitive landscape, soft skills are an essential complement to technical skill sets and expertise for professional success. Public speaking, a pillar of effective communication, is often reported to be one of the most common fears among the general population. Therefore, conquering public speaking-induced anxiety is a form of self-improvement that several do not attempt. This study investigates the impact of a seven-month public speaking training program conducted by Tenn. Group, an international soft skills firm. The research aims to assess high school students' personal and professional development in preparing for and participating in an academic debate competition in New York City. Through a descriptive, interpretive methodology, semi-structured interviews were used to investigate the student's experiences during the training and competition phases of the academic conference. Aside from public speaking, the training encompassed a comprehensive soft skills curriculum, including emotional intelligence, negotiation, problem-solving, and others. Preliminary findings suggest that routine public speaking positively impacted student confidence, motivation, and academic engagement. It also demonstrated increased enthusiasm toward incoming undergraduate challenges and career aspirations. This research demonstrates the relevance and implications of soft skills education for high school students. Schools can equip their students with the essential tools for personal and professional success by establishing a norm for improving public speaking skills and related competencies.

09:50-10:15

84886 | *Tempering Curiosity: A Way to Open the Black Box of Complex Interconnected Nature of Constructing Knowledge*

Tiara Prasad, Inqui-Lab Inventions Foundation, India

Meher Kshatri, Inqui-Lab Inventions Foundation, India

Curiosity is foundational to construct knowledge, and innate to children is this curiosity that sparks as a response to uncertainty. Navigating such uncertainty requires innovation and great innovations are anchored by robust application of knowledge. In India, children are no stranger to 'jugaad' or quick-fix innovations. However, such 'jugaad' can only touch the periphery of innovation that cultivates a mindset of being action-biased. This, when nurtured well in children, can be channelized to solve some of the greatest challenges thwarting equitable and sustainable development. The challenge is structured innovation programs that can fuel this capacity are often labelled as non-essential or exclusive in India. This paper delves into how innovation can be nurtured by integrating structured interventions into formal curriculum frameworks. Programs that can effectively mobilize existing resources in low-income schools are crucial for this. We propose a model, built on the philosophy that education must equip students to engage with and contribute to the world by giving scope for application of academic learning. This shift requires building sustainable models that allow all students to drive changes in their locus of control. With this in mind, we developed our flagship program, The Think And Make. This paper explores the pedagogical aspects of building innovation programs and the learnings we had while implementing them in the past four years. The impact we have been able to create so far should help inform further ways to foster the ecosystem of innovation.

10:15-10:40

84777 | *Using Hackathon for a Vocational Training Workshop on Steganography: Postmortem Project Documentation*

Rémi Cogranne, Troyes University of Technology, France

Patrick Bas, University of Lille, France

David Daems, Royal Military Academy, Belgium

Francine Martin, SYNYO GmbH, Austria

One of the main objectives of the EU's Horizon project UNCOVER is to bridge the gaps between academic research and Law Enforcement Agencies (LEAs) in steganography. The project's specific tasks involve creating self-study units, training modules, and vocational workshops. This paper summarizes the implementation of problem-based learning (PBL) through hackathons for training LEAs, students, and security practitioners. The present paper summarizes the proposed implementation of problem-based learning (PBL) as a hackathon for training LEAs, students and well as to increase general awareness about steganography and steganalysis among security practitioners. We detail the methodology we have followed to propose a hybrid teaching module, alternating course and hands-on before the hackathons. Using the competences framework, we present how challenges, hands-on and course were jointly designed such that the practical learning outcomes are providing while also increasing the most important competences. Our teaching module was used run twice, with two different audiences, and we present the different objectives and feedback between these two events. LEAs have expressed interest in a training package to implement this module. We provide supplements for trainers to fully understand the program's objectives, methodology, and underlying principles. We have carried out a postmortem analysis and project documentation in order to synthesize the lessons learnt from this experience. Our findings especially highlight the relevance of the hackathon as a tool for implementing problem-based learning in the field of cybersecurity while also clearly showing its limitations and drawback.

09:00-10:40 | (B1) Gotic Friday Onsite Parallel Session 1

Educational Policy & Concerns

Session Chair: Esther Pugh

09:00-09:25

87265 | *Can Complete Information on Past Cohort Performance Break Students' Overconfidence? An Experimental Approach Using a Real-Effort Task*

Marta Rosa, IDEA, Spain

This paper investigates the influence of complete information about the performance of previous cohorts on the accuracy of predictions. Overconfidence is a cognitive bias that can lead students to underestimate the effort required to obtain the desired grades, affecting their academic success. To address this problem, a lab experiment was carried out using a between-subjects design, dividing the participants into four treatments. When predicting, the control groups (T1 and T2) had no information, while the treatment groups (T3 and T4) had complete information that included visual data on the distribution of performance from previous cohorts. The experiment followed a methodology derived from Abeler et al. (2011), using a real-effort task involving counting zeros in tables to assess performance accuracy. Participants' mindsets and self-esteem were also measured through specific questions, allowing categorisation into deliberative or implemental mindsets and levels of self-esteem through the Rosenberg Self-Esteem Scale. The main conclusion of the study was that providing complete information immediately reduces prediction errors, with the treatment group showing a median prediction error of 0. This result emphasises the potential benefits of such interventions in educational contexts to improve students' grade predictions and enhance their academic performance. The final model, with 16 predictors, explained 86.6% of the variability in under/overconfidence, revealing the importance of actual performance and mindset. A Bayesian network model also indicated that actual performance on the task was crucial, although residual patterns suggested areas for further investigation.

09:25-09:50

87805 | *Behavioural Change Policies and Strategies for Quality Regulation in Nigeria's Education Sector*

Adebukola Daramola, Nigerian Institute of Social & Economic Research, Nigeria

Iyabo Olanrele, Nigerian Institute of Social & Economic Research, Nigeria

Oluwatosin Ilevbare, National Centre for Technology Management Advancement, Nigeria

Sebil Oshota, Nigerian Institute of Social and Economic Research, Nigeria

Antonia Simbine, Nigerian Institute of Social and Economic Research, Nigeria

Folarin Gbadebo-Smith, Centre for Public Policy Alternatives, Nigeria

The Nigerian Institute of Social & Economic Research (NISER) in the last couple of years has curated a body of knowledge on the Behaviour Change Approach to Corruption Control in Nigeria. The background to this effort relates to the minimal success recorded from conventional technical fixes to corruption control using the law- and-order approach. This paper reports on the Participant Observation (PO) study conducted in one of Nigeria's higher education regulatory bodies, namely, the Joint Admissions Matriculation Board (JAMB). This board is responsible for regulating admissions into all tertiary institutions in Nigeria. The board was purposively selected for participant observation, following the results of a lived experience story collection exercise, with 614 respondents drawn from Nigeria's public sector offices. Stories from respondents who had dealings with JAMB showed positive experiences of ethical behaviour, transparency and accountability. Consequently, the PO sought to mine the critical success factors in this exemplary public sector agency. The study was done using a hybrid framework which fuses the COM-B framework (Capability, Opportunity and Motivation influences on Behaviour) and the SOCSIT framework (Situation Analysis of Behaviour). The findings reveal that modelling and signalling (from the board's highest office) are the most critical success factors that influence positive behaviour of staff at JAMB. Other behavioural change principles deployed include (i) physical environment restructuring (ii) knowledge shaping and (iii) Motivations. NISER, based on the pilot study is working at a sustainability plan for JAMB as well as a scale up plan for other educational regulatory agencies in Nigeria.

09:50-10:15

82530 | *From Unsolvability Tasks to a Scorecard Approach: An Altered View on HEI Reputation Measurement*

Petra Morschheuser, Duale Hochschule Baden-Wuerttemberg Mosbach, Germany

Joern Redler, Mainz University of Applied Sciences, Germany

This conceptual paper addresses the strategic marketing challenge faced by Higher Education Institutions (HEIs), especially in the media or arts sector, face in measuring and monitoring their reputations. A monitoring tool, the HEI Reputation Scorecard, is presented as a solution to the ongoing debates on how to capture the construct of reputation in the context of HEIs with just one or two indicators. Therefore, the construct of HEI reputation is discussed and divided into four sub-categories which are related to the main parts of HEIs: teaching, research, transfer and administration. The main part of the paper argues for the need and the challenge of measuring HEI reputation. Based on the four sub-categories of HEI reputation, a scorecard approach to monitoring HEI reputation is developed. The anatomy of the tool, appropriate indicators and relevant procedures are outlined in detail. In addition, the process of developing a customised HEI Reputation Scorecard that takes into account different stakeholders is exemplified. The Reputation Scorecard offers several benefits to HEI management, such as a holistic assessment and a way out of the endless debate about appropriate measurement. Embedded with clear implementation recommendations, the tool has significant implications HEIs and could also serve as a contribution to the management and control of media relations. Several implications for further research and practical application are highlighted.

10:15-10:40

85912 | *From A to Belonging: Mapping and Measuring Moments on University Students' Sense of Belonging Journey*

Esther Pugh, Leeds Beckett University, United Kingdom

Sukky Jassi, Leeds Beckett University, United Kingdom

Bethany Chambers, Leeds Beckett University, United Kingdom

Arriving at university can be a confusing and disorientating experience; a world away from sixth form and college. Educators, researchers and policy makers within higher education, agree that developing a sense of belonging is fundamental to students' settling in, engaging and achieving academic success. This paper examines undergraduates' university journey and their perceptions of what it means to 'belong' or not belong. Three-hundred and fifty first year undergraduate students on BA (Hons) business and management at Leeds Business School, part of Leeds Beckett University, participated in a qualitative study exploring students' sense of belonging from their perspectives. Students were asked to upload their own sense of belonging moments through a mixed media digital noticeboard, representing their journey from pre-arrival to mid-second semester. Research revealed there were many opportunities during this time, for academic and services staff, and the students themselves, to foster belonging. In response, Sense of Belonging 'Moments' are being promoted through fresh interventions, including a new-look fun and welcoming induction, a video to signpost services; and student-led tours to promote awareness of campus spaces and amenities, and activities to facilitate making friends.

09:00-10:40 | (B1) Gràcia

Friday Onsite Parallel Session 1

Online Teaching & Learning Experiences

Session Chair: Jia Huang

09:00-09:25

87964 | *Characterization of Self-Regulation of Learning as an Executive Function in Students Within Virtual Learning Environments*

Dannia Narey Vega Galván, CETYS University, Mexico
Luisa Fernanda Carrillo Maza, CETYS University, Mexico
Patricia Paez Majarrez, CETYS University, Mexico
Arturo Ron Grajales, CETYS University, Mexico
Francisco Antonio Maldonado Torres, CETYS University, Mexico
Alexia Escutia Elias, CETYS University, Mexico

Virtual Learning Environments are part of the academic offerings of higher education institutions, defined as the space created through information and communication technologies where a series of environments converge to facilitate analysis, reflection, and appropriation of knowledge (Ramírez García, et al, 2021). In these environments, self-regulation of learning is relevant for satisfactory academic performance. Self-regulation is a process by which students control their thoughts, actions, and emotions to achieve specific learning goals (Zimmerman, Bonner and Kovach, 1996). Executive functions are cognitive skills that allow planning, organization, decision-making, and impulse control, which are fundamental for effective self-regulation (Barkley, 2012). The purpose of this study is to characterize the profile of self-regulation, as an executive function, in graduate students and executive careers participating in Virtual distance education at a university located in northwestern Mexico. The project was developed following a non-experimental methodology, a quantitative approach, correlational and cross-sectional scope. Two assessment instruments were used: the Behavior Rating Inventory of Executive Function, Self-Report (BRIEF-SR) and the Motivated Strategies for Learning Questionnaire (MSLQ). This paper presents the results of the first of two phases, which consisted of a pilot test of the BRIEF-SR instrument with 71 students, obtaining relevant information on executive functions related to planning, organization, self-monitoring and metacognition.

09:25-09:50

83907 | *Using Online Resources in Teaching Arabic as a Second Language in Non-Arab Countries*

Sona Tonikyan, Yerevan State University, Armenia
Setrag Hovsepian, Arizona State University, United States

The forms and methods of education are closely related to the primary sources and forms of information transmission because information transmission is also one of the most essential components of knowledge transmission. During the last decade, when the Internet and online technologies and platforms have become available to almost everyone, they have actively penetrated the educational system, providing wider opportunities to make the educational process more continuous, diverse, and sometimes less tedious. In the case of teaching a foreign language, they also offer a chance to overcome the negative consequences arising from the lack of the target language environment and, at least, to minimize that. The main topic of this paper is the effective use of online platforms in the classroom and beyond, combining them with traditional textbooks and other educational materials in the context of guiding students' independent work. The paper seeks to highlight this problem by answering the following questions: - Which online resources are the most effective, which of them is preferable to use in the classroom, which is for outside of the school, and what percentage of the classroom time should not exceed the use of such resources? - What skills are these resources aimed at developing? What types of resources are preferable to use to develop specific skills in interactive and non-interactive skills development? The problems mentioned above are addressed in the paper from the angle of teaching Arabic as a second language in non-Arab countries, considering the teaching of literary Arabic and its dialects.

09:50-10:15

84407 | *Bridging Technical and Academic English Studies in the Online Course for Post-graduate Engineering Students*

Tatjana Sinkus, Latvia University of Life Sciences and Technologies, Latvia
Inese Ozola, Latvia University of Life Sciences and Technologies, Latvia

Foreign languages for academic purposes prepare students for the specific academic requirements at the tertiary level of education. English as the language of international exchange aims not only to improve students' level of English, but also to develop the language skills necessary for the academic environment. Post-graduate and doctoral engineering students in Latvia are required to be able to present a written summary of their research results and to make an oral presentation in an international conference not only in Latvian, but also in the English language. Therefore Academic English course at Latvia University of Life Sciences and Technologies designed for the development of postgraduate engineering students' English academic writing and oral skills, enrichment of the technical vocabulary is part of the post-graduate studies' (master's and doctoral degree) curriculum. In 2023 the Academic English course integrated an innovative self-study online course "Foundations of the Academic English" worked out in the framework of project "Digitalization initiatives for the improvement of study quality in the field of strategic specialization of universities" funded by the European Social Fund (further: Digitalization Project). The aim of the present research was to explore post-graduate engineering students' reflections on efficiency and benefits of such a self-study online course in post-graduate engineering education. The study was based on the mini focus group discussions conducted with the post-graduate engineering students from Forestry Science, Wood Materials and Technologies, GIS and Remote Sensing. Conclusions of the findings will be presented in the end of the article.

10:15-10:40

82647 | *A Study of Student Engagement in a Blended Online and Offline Teaching Model in the Context of Large Class Sizes*

Jia Huang, National University of Defense Technology, China
Yidan Liu, National University of Defense Technology, China
Xiao Lu, National University of Defense Technology, China

In traditional classroom teaching models, excessive class size can lead to insufficient motivation for students to participate in classroom interactions, restricting the improvement of teaching effectiveness. Online teaching can only be used as an extension, supplement and emergency substitute for classroom teaching, and cannot replace classroom teaching in the true sense. In the past two years, we have used the "Rain Classroom" intelligent teaching platform developed by Tsinghua University to conduct online and offline blended teaching in the context of large class sizes, and achieved good results. Students especially like to use the "Bullet Screen" function that comes with the platform. The application of "Bullet Screen" in large class size teaching awakens the "silent majority" in the classroom, improves students' participation in the classroom, expands the coverage of interaction, enhances students' expression and thinking ability, and improves the feedback rate and speed in classroom, which helps to build a new type of teacher-student relationship. It also facilitates the analysis of learning conditions and formative evaluation. Some problems have been found in the application of Rain Classroom bullet screen, such as the inability to block irrelevant comments and prevent meaningless flooding. High-quality bullet screen seminars cannot be separated from the active guidance and intervention of teachers.

09:00-10:40 | (B1) PobleNou

Friday Onsite Parallel Session 1

Work-Readiness Skills in Higher Education

Session Chair: Rita Abila

09:00-09:25

83675 | *Design of Project-Based Learning to Support Bioprocess Understanding in Kombucha Project: Integrating Design, Plan, Analysis and Present*

Witsanu Supandee, King Mongkut's University of Technology Thonburi, Thailand

Chitphon Yachulawetkunakorn, King Mongkut's University of Technology Thonburi, Thailand

Since the continuous development of Technology in the context of manufacturing, and education sector, the collaboration between manufacturing and education has rapidly adjusted school curriculum to create the new learning approaches. In this research, Kombucha fermentation process was utilized to design learning bioprocess comprehension for the 70 Bioengineering senior high school students (Grade 11th students). In addition, this approach also promoted the soft skills such as, Design, Planning, Analysis, and Presentation through Project-Based Learning, which was achieved from the process of Kombucha fermentation, and assessing the learning outcomes by making the edible Kombucha through the application of scientific tool and equipment for measure parameter, and also finally presented the experimental result. This research aimed to study within 1 academic semester. According to the learning achievement, and the self-assessment of the soft skills, found that the majority of learners could develop the soft skills and increase the bioprocess comprehension after doing the PBKI experiment significantly. The statistic significant findings ($p < 0.05$). In addition, most of learners could make the edible Kombucha according with bioprocess principle. It can be concluded that the Project-Based learning design through Kombucha fermentation can effectively promote the soft skills among learners and significantly enhance their comprehension of bioprocess.

09:25-09:50

87948 | *Building a Framework for Entrepreneurial Education: Integrating Experiential and Transformative Learning in Vocational Institutions*

Fabiana Agapito Kangerski, Federal University of Santa Catarina, Brazil

Andreia de Bem Machado, Federal University of Santa Catarina, Brazil

Gertrudes Aparecida Dandolini, Federal University of Santa Catarina, Brazil

Entrepreneurship is recognized as a powerhouse for socio-economic development and a catalyst for innovation. Entrepreneurial education (EE) is vital in promoting an entrepreneurial culture, socio-economic development, and innovation across all countries. Despite its growing presence, EE remains under-researched in vocational education. Few studies explore how EE can enhance an educational institution's capacity to engage in entrepreneurship and contribute to local economic development. Additionally, many studies do not focus on the learning theories that can support entrepreneurial education. The primary objective of this research is to develop a framework to support entrepreneurial education within the Brazilian professional, scientific, and technological education network, grounded in experiential and transformative learning theories. The research used the Education Design Research (EDR) method, characterized by being theoretically oriented, iterative steps, and contextual orientation. Data collection techniques encouraged co-creation with participants. As a result, the research proposes a framework with dimensions, guidelines, and levels of action designed to assist managers and educators in integrating entrepreneurship as a cross-cutting knowledge area. The research highlights the multidimensionality of entrepreneurship and its educational practices, the importance of fostering an entrepreneurial culture, and the significance of dialogical interactions with stakeholders and context.

09:50-10:15

83188 | *Building a Skilled Workforce: Navigating Challenges and Opportunities in Palestine's Vocational and Technical Education System*

Asem Obied, Palestine Technical University - Khadoorie, Palestine

Joltan Hijazi, Palestine Technical University - Khadoorie, Palestine

The main aim of the research was to evaluate the existing status of vocational and technical education in Palestine, with a specific focus on the challenges and obstacles identified by experts. The study sought to investigate these issues by taking into account various factors, such as educational background, gender, and years of experience. The research aimed to assess the condition of vocational and technical education in Palestine by gathering insights from experts. A survey comprising 80 questions across six categories was developed to delve into different aspects, including the significance of vocational education, societal perceptions, alignment with the job market, school prerequisites, conformity with labor market demands, and institutional backing. The participant pool consisted of 91 experts chosen randomly from university professors in Palestinian educational institutions. Employing a descriptive approach, the study findings revealed that the experts' responses regarding the state of vocational and technical education in Palestine, particularly the challenges and hurdles as perceived by experts, indicated a high level of importance attributed to vocational education and a moderate level of societal perspective, vocational education, labor market alignment, school vocational education prerequisites, alignment of outcomes with labor market needs, and institutional support for vocational education. The results demonstrated no variations in the viewpoints of experts based on educational qualification and gender, while variances were observed in expert opinions based on experience in terms of societal perception, vocational education, labor market alignment, and the overall score, favoring individuals with five years or more of experience.

10:15-10:40

87862 | *Work Readiness Skills for University Students: From Perceptions to Market Needs*

Hiba Othman, American University of Science and Technology, Lebanon

Wael Zaraket, Swiss Business School, Switzerland

Riad Sakr, American University of Science and Technology, Lebanon

Rita Abila, American University of Science and Technology, Lebanon

Universities all over are engaging in numerous approaches to develop graduates' work readiness skills. While some universities provide training workshops, or one-to-one coaching sessions, others provide courses that prepare the students with skills needed. The skills in question included identifying a career pathway, setting goals, community mapping, CV and application letter writing, customer service and financial and business literacy. Students taking the course were first year students from majors across various fields of study. Most students think that they might have all they need for being employed; moreover, most think that the academic knowledge acquired in their major is sufficient to score them the best jobs. Nevertheless, in order to thrive in a competitive world and secure employment, it is crucial for students to keep themselves updated as the environment is constantly changing. This paper investigates the perceptions and expectations of students taking a work readiness skills mandatory course. A quantitative descriptive and cross-sectional study was utilized to investigate the preparedness of those students as they transition into the workforce. Survey questionnaires were furthermore administered to employers to determine disparities in perceptions between the two stakeholder groups: the students and the workforce. The findings revealed significant differences in the perceived importance of essential work readiness skills, indicating a critical need to enhance graduates' work readiness skills. The study results can be used as a framework for designing more job-oriented courses, providing students with exposure to essential work readiness skills prior to entering the job market.

09:00-10:40 | (B1) Sants

Friday Onsite Parallel Session 1

Visual Culture

Session Chair: Heitor Alvelos

09:00-09:25

83389 | *Beyond Cut and Paste: Collage as Feminist Critique*

Sadia Mir, Virginia Commonwealth University School of the Arts in Qatar, Qatar

Patty Paine, Virginia Commonwealth University School of the Arts in Qatar, Qatar

This paper explores the multifaceted role of collage as a feminist strategy for empowerment, protest, and expression, highlighting its significance in the feminist art movement. Collage, characterized by its inherent process of cutting, rearranging, and juxtaposing various elements, is a metaphor for the feminist endeavor to dissect and reconfigure societal narratives about gender and power. We analyze various works by prominent feminist artists who employ collage techniques to challenge and subvert traditional gender roles and stereotypes. This study delves into the historical emergence of collage in feminist art, tracing its roots to early 20th-century avant-garde movements and its resurgence in the 1970s feminist wave, when artists used collage to critique social constructs and promote gender equality. By examining contemporary examples, we demonstrate how collage remains a dynamic and critical medium for feminist expression, a mode of resistance capable of accommodating diverse voices and perspectives. We look at how much collage artists interrogate controlling images and visual tropes in popular culture, which can lead to imaginations of alternative feminist futures. Through theoretical frameworks and visual analysis, this paper argues that collage's accessibility and disruptive aesthetics make it an effective tool for feminist protest, capable of forging solidarity and driving social change. The implications of this research suggest that collage not only reflects feminist struggles but actively shapes them, offering a unique and potent means of cultural and political critique.

09:25-09:50

87997 | *Communicating Visually – Exploring the Role of Culture in Visual Communication to Global Audiences*

Karina Smed, Aalborg University, Denmark

Technological advancements and subsequent accessibility of communication devices in everyday contexts have emphasized the visual component of communication, and a turn towards deeper understanding of the visual and the role that it plays in shaping perceptions of reality and social interactions is recognized by social scientists. It is also recognized that because visual modes of communication have become commonplace in social contexts, the visual component has become central to many debates and challenges around the world, whether they be political, social, or cultural in nature. With technological advancements, audiences have also changed, and content is easily shared across various cultural groups. This means that visuals play a role in shaping social realities around the world, and knowledge of visual culture has become central. Therefore, advancing knowledge of the visual component of communication and how it is embedded in these increasingly complex communicative practices is required. It is often assumed that the visual includes a certain level of universalism that is much more likely to transgress the challenges of intercultural communication in spoken or written text, but it seems logical to assume that the visual also carries inherent cultural connotations and understandings. The aim of this paper is therefore to explore visual practices in the context of global topics. By exploring the use of visuals in globally relevant topics, the aim is to advance knowledge on the use of visuals to culturally heterogeneous audiences, and by doing so, being able to reflect on potential social consequences.

09:50-10:15

80149 | *On American Suburbia: Politics of Space in 1980's Music Videos*

Luísa Sol, Universidade de Lisboa, Portugal

This paper examines the portrayal of American Suburbia framed by the politics of space that shaped the notions of happiness and disillusion within the supposed ideal of suburban life represented in 1980s music videos. American Suburbia and Television are contemporary phenomena arisen in the 1950s and 1960s. They influenced each other and spread together, enhancing the setting of social practices and cultural fantasies of the emerging suburban class. Moving into the suburbs was the closest to the Pursuit of Happiness and a culmination of the American Dream. Outlining a visual, cultural, and spatial analysis, this study aims to demonstrate how music videos in the 80s provide contrasting narratives by showing the complexities and anxieties of suburban life and displaying fractures and challenges that undermine the idyllic portrayal often associated with suburban America. While defining the distance that enabled the understanding of the asymmetries between the optimistic Suburbia in which postwar middle-class families first settled in the 1950s and 1960s and the struggles and disenchantment faced by the generation born and raised in this same Suburbia in the 1970s and 1980s. By analysing a set of music videos in the light of these themes, this paper pursues a deeper understanding of the complex dynamics between individual aspirations, societal expectations, and the political and urban realities of the '80s. A critical reflection will be drawn on these American landscapes, reflecting increasing disparities between suburban utopia and lived experiences, demonstrating the 80's music video as a legitimate and critical representation tool.

10:15-10:40

85009 | *The Roles of Design in Face of Health Disinformation and Radicalisation: Towards a Tactical Taxonomy for Prevention and Minimisation*

Heitor Alvelos, ID+ University of Porto, Portugal

Susana Barreto, ID+ University of Porto, Portugal

José Carneiro, ID+ University of Porto, Portugal

Rui Santos, ID+ University of Porto, Portugal

Jorge Pereira, ID+ Polytechnic of Cávado and Ave, Portugal

This paper presents a critical inventory of ongoing health disinformation and radicalisation phenomena in a global online culture, with local repercussions. The inventory charts and analyses these occurrences according to their objective causes, subjective motivations, and tangible forms of social impact. The analysis is based on field work, empirical observation and literature review performed during and after the COVID-19 pandemic, employed as a case study for policy and action-oriented reference in future instances of public health crises. The aim is to contribute to a renewal of formal, reliable channels for health information and policy implementation, with the inclusion of media languages and circulation modes that are closer to current and future communication trends and emerging modes of literacy. This taxonomy forms the basis for an identification of the roles design may play in pedagogies and incentives regarding public health, as well as self-driven processes of emancipation from disinformation and radicalisation phenomena. Throughout the research, these roles were translated into contemporary media formats that might prove more appealing in contexts of further digital and online enmeshment, in complement to existing formalised discourse by health authorities. Explored formats included memes, reels, fanzines, installations, infographics and data comics; they were generated and tested during workshops, exhibitions, interviews and focus groups. Subsequently, each format was internally and externally validated, with varying results of efficacy and reliability. Preliminary conclusions and examples of produced specimens are presented, supporting communicability while acknowledging a duty to further scrutinise real-time changes in global disinformation and communication trends.

Notes

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10:55-12:10 | (1F) Barceloneta

Friday Onsite Parallel Session 2

Mathematics Curricula & Pedagogy

Session Chair: Ingrid Robinson

10:55-11:20

83984 | *Evolution of Classroom Language Over the Years: Prospects for Teaching Mathematics Differently*

Jabulani Sibanda, Sol Plaatje University, South Africa

Clemence Chikiwa, Sol Plaatje University, South Africa

This paper traces diverse language practices representative of equally diverse conceptions of language. To be dynamic with languaging practices, one needs to appreciate nuanced languaging practices, their challenges, prospects, and opportunities. The paper presents what we envision as three major conceptions of language that give impetus to diverse language practices. It examines theoretical models of the bilingual mental lexicon and how they inform language practices. The paper explores classroom languaging practices that have been promulgated and experimented with. The paper advocates the deployment of multisensory semiotic systems to complement linguistic classroom communication and the acknowledgement of learners' linguistic and semiotic resources as valid in the learning enterprise. It recommends the enactment of specific clauses on language in education policies and curriculum documents that empower classroom interactants to exercise discretion in languaging practices.

11:20-11:45

84817 | *Co-creation: The Paradigm Shift in Teaching and Learning Problem-Solving in Basic Mathematics*

Rita Yeboah, University of Ghana, Ghana

Ernest Ampadu, The Royal Institute of Technology, Sweden

Millicent Narh-Kert, University of Ghana, Ghana

The current study adopts the core objective of co-creation in mathematics competence development and the design and integration of low-cost instructional materials in harnessing mathematics teaching and learning in schools. Through this model, educators, researchers, and teachers come together to understand the status of primary school learners' problem-solving competence and mathematical mindset and design lessons and activities that are context-specific and relevant to help improve learners' learning experiences. Eighteen Grades 1-3 teachers from six schools participated in the study, and data were collected using interviews and observation. The co-reaction activities enabled the teachers to develop context-specific lesson plans through effective engagement with their colleagues from different schools. A preliminary analysis of observation data shows that most teachers tailor their lessons to the needs of their pupils and use appropriate instructional resources to facilitate the teaching and learning process. Student engagement is a critical component of the teaching and learning process, and it is worth noting that the results show that all the teachers made conscious efforts to engage pupils in the process. The use of the instructional resources helped in engaging the pupils. This indicates that if opportunities are created for mathematics teachers to co-create on their job, it can help them to effectively implement problem-solving and mathematics lessons in general for better comprehension by pupils. Therefore, this calls for forming communities of practice among these teachers to collaborate and professionally develop themselves through co-creating lesson plans and instructional resources.

11:45-12:10

86588 | *Mathematics Teachers' Experiences with Curricular Change*

Ingrid Robinson, St. Francis Xavier University, Canada

Greg Hadley, St. Francis Xavier University, Canada

Marc Husband, St. Francis Xavier University, Canada

Mickey Jutras, St. Francis Xavier University, Canada

This paper draws from a larger qualitative study that investigated the experiences of high school teachers implementing a mathematics pilot curriculum informed by Liljedahl's (2020) notion of a thinking classroom. In this study, we explore the change in teachers' beliefs and practices resulting from their implementation of the pilot curriculum. Using a case study approach, data were collected through semi-structured interviews. Chapman and Heater's (2014) work served as the theoretical framework that supported our analysis of the data. Findings suggest that teachers' practices changed in three fundamental ways: shifting from traditional to innovative teaching approaches, using physical space differently, and encouraging more student and less teacher talk. The changes they experienced varied, and the different degrees of pedagogical change are instrumental, conceptual, and foundational (Chapman & Heater, 2014). Catalysts of the teachers' change include the presence of structured professional development, the use of the thinking classroom model, and increased teacher agency. When an educational organization can provide its teachers applicable structural supports that position teachers to be empowered, the potential for teacher pedagogical change can flourish.

10:55-12:10 | (1F) Mar Bella

Friday Onsite Parallel Session 2

STEM Education

Session Chair: Ahmed Megreya

10:55-11:20

85298 | *The Development of Kindergarten Teachers' Identities as STEM Teachers: A Hong Kong Case Study*
Anika Saxena, The Education University of Hong Kong, Hong Kong

This study explores the development of kindergarten teachers' identities as STEM (Science, Technology, Engineering and Mathematics) educators in early childhood education. Six teachers were chosen as case studies, representing diverse experiences and exposure to STEM education. The research found that personal interest, professional development, and supportive environments significantly shape teachers' identities as STEM educators. Teachers with formal training and access to STEM-focused professional development demonstrated more effective integration of STEM concepts into their instructional practices. A classroom environment fostering curiosity, problem-solving, and collaboration is crucial for successfully implementing STEM education. The study suggests continuous and targeted training in STEM education, collaboration among teachers, experts, and researchers, and integrating STEM education into early childhood curricula. However, limitations include a limited sample size and the need for further research on the long-term impact of teachers' identity development on students' STEM learning outcomes.

11:20-11:45

84377 | *The Competencies of the Innovative Teacher in STEM: Case Study on the Limitations and Obstacles to Implementing Teaching Innovation*
Carol Halal Orfali, Universidad Santo Tomás, Chile

The competencies of the innovative teacher in STEM. Case study on the limitations and obstacles to implementing teaching innovation in a Chilean university. Innovation in STEM is a primary need. Universities must commit to the SDGs and reflect in their programs and practices an education that addresses the challenges of the 21st century, especially from the industry. However, it is essential that the professionals who are trained have critical thinking and skills to make responsible and sustainable decisions. However, the institutions themselves present limitations and obstacles to generating teaching innovation. The research presented has been carried out under a phenomenological interpretive case study design around a population of professors who, despite the complexities they have faced, have managed to implement innovation processes in STEM, significantly improving their practices and the teaching in competencies. The main objective is the understanding of the main difficulties they face and, at the same time, the mechanisms they adopt to overcome them and generate transformations from STEM competencies. Among the main results we can highlight that the limitations are not only due to a specific factor, but are a mixture of various complexities that are presented in educational centers. Although there is awareness of positioning STEM in response to the demands of the environment, institutions are reluctant to implement it. Furthermore, it will depend on factors such as previous training, the context and the convictions of the teachers to overcome such limitations and the effective implementation of educational innovation.

11:45-12:10

85272 | *Predicting STEM Attitudes From Educational and Psychological Variables*
Ahmed Megreya, Qatar University, Qatar
Ahmed Al-Emadi, Qatar University, Qatar

The attitudes towards Science, Technology, Engineering and Mathematics (STEM) are considered a key for investigating significant challenges in STEM education and careers. Using a sample of Grade 10 students in Qatar (N= 391), this study aimed to investigate how to predict Science, Technology, Engineering and Mathematics (STEM) attitudes from several variables including math, physics, chemistry, and biology school achievement scores, expected secondary school tracks (Arts versus Sciences), number sense, math belief, math anxiety, science anxiety, persistence, and self-esteem. After one year, when those students joined already a secondary school track in Grade 11, they were approached and given math anxiety and science anxiety scales. Gender differences were noticed as males had higher scores in math and chemistry achievement tests, number sense, and STEM attitudes, whereas females had higher scores on math anxiety and science anxiety. Multiple regression analyses showed that math attitude was significantly predicted by gender, track, math achievement, number sense, math belief, math anxiety, and persistence. Science attitude was significantly predicted by track, math belief, science anxiety, and persistence. Engineering and Technology attitudes were predicted by track, math belief, math anxiety, and persistence. The follow-up study supported the consistency of math and science anxiety throughout one year. In addition, STEM attitudes significantly predicted students' choices in secondary school tracks. Therefore, improving persistence and reducing math and science anxieties could be an avenue for improving STEM attitudes, which are a key for STEM participation and success.

10:55-12:10 | (1F) Nova Icaria

Friday Onsite Parallel Session 2

Linguistics, Literature and Culture

Session Chair: Supriadi Supriadi

11:20-11:45

87753 | *The Impact of Aristotelian and Classical Indian Narrative Structures on the Emotional Engagement of Readers*

Santanu Sarkar, Indian Institute of Technology Kharagpur, India

Anuradha Choudry, Indian Institute of Technology Kharagpur, India

Narrative is the portrayal of events, and its structure organizes how the story unfolds, influencing sequence, pacing, and information delivery. Emotion is central to narratives, with structures designed to engage and evoke responses, driving further study of their impact. This study examines the emotional impact of two influential narrative frameworks: The Aristotelian narrative structure from ancient Greece and the Classical Indian structure rooted in Bharata's *Natyashastra*. Both frameworks aim to evoke emotional engagement despite their cultural and temporal differences. However, many studies have explored the influence of narrative and its structure on audiences, few have directly compared the emotional responses these distinct styles elicit. To fill this gap, we conducted an experimental, within-subjects study using the romantic short story "The Gift of the Magi" by O. Henry, presented in both narrative structures. In a counterbalanced design, 100 participants read the story in either the Aristotelian-then-Classical or Classical-then-Aristotelian order. Their emotional responses (intensity), including valence, arousal, and dominance, were tracked and assessed across plot units, and data was analyzed using a two-way mixed ANOVA. The study found no significant main effects of story structure or order, but revealed notable interaction effects, with the Classical structure having more significant emotional impact when presented after the Aristotelian narrative. Emotions such as anger, wonder, and enthusiasm were more pronounced in the Classical Indian structure compared to the Aristotelian structure. This study enhances our understanding of narrative engagement, showing how structure and order affect emotional responses and offering insights into psychology, marketing, and content creation.

11:45-12:10

85959 | *Traditional Knowledge, Culture and Ecology of the Kajang Custom Area: An Ecossemiotics Study*

Supriadi Supriadi, Universitas Pendidikan Indonesia, Indonesia

Aceng Ruhendi Saifullah, Universitas Pendidikan Indonesia, Indonesia

Muhammad Hasyim, Universitas Hasanuddin, Indonesia

This research aims to explain (1) the philosophy of life of the Kajang traditional community, Bulukumba Regency, Indonesia (2) the relationship between traditional communities and the ecology of the area, (3) the structure of the Kajang community's traditional house. In order to address these three issues, we employ the semiotic trichotomy technique as proposed by Peirce (1966), along with the dialectal language ecology framework developed by Bang and Door (1993). The data collection methods used in this research are field observation, documentation, interviews and recording. Data was analyzed qualitatively. The results of the research show that the philosophy of life of the Kajang traditional community is to live very simply, have enough, preserve the surrounding nature, preserve culture, curb lust, and maintain morality. This is all based on the concept of 'tallasak kamase-mase', living simply. The community really protects traditional areas (forests, gardens) because the relationship between traditional communities is not only with the creator but also with humans and those who have died. Furthermore, the house structure of the Kajang traditional community is unique and full of symbols. The front view does not have a 'paladang' or terrace, because all guests are considered important and God's guests. Furthermore, the kitchen of the Kajang traditional house is located at the front. This means that the concept of all guests being entertained can see the process of making the banquet, both drinks and food and every house in the traditional area faces west.

10:55-12:10 | (1F) Sant Sebastià

Friday Onsite Parallel Session 2

Performing Arts Practices: Theatre, Dance, Music

Session Chair: Jeffrey Spear

10:55-11:20

87999 | *Navigating Digitalization Through Authentication: Case of the Royal Swedish Opera*

Saba Samadilashkariani, Stockholm University, Sweden

Jon Engström, Stockholm University, Sweden

As performing arts organizations increasingly integrate digital technologies, they face critical challenges in maintaining their authenticity—a concept deeply rooted in their traditional practices. This study explores the negotiation of authenticity within cultural organizations in the context of digital transformation. In line with the interactionist perspective on authenticity, we suggest viewing authenticity as the outcome of ongoing interactive negotiations. This study builds on a qualitative study of the Royal Swedish Opera, during the transition from physical traditional opera to a hybrid of digital-physical setting. We conducted semi-structured interviews with 26 employees in various key positions, from administrative staff to artistic leadership. Our findings reveal that authenticity is interactively negotiated among various actors in three dimensions concerning Historical Continuity, Artistic Commitment, and Social Commitment. The study sheds light on how authenticating negotiations drive the emergence of new solutions and novel comprehensions of authenticity. Employing Hegel's theoretical frameworks of dialectics, this study illustrates how a synthesis emerges as the resolution of the paradox of aiming to integrate traditional values while innovating. Importantly, it contributes to managerial practices by exploring how organizations can innovate without eroding traditions and authenticity of the cultural offering.

11:20-11:45

87988 | *Rediscovering Belgian Art Songs Through the Lens of Lina Pollard, the Forgotten Muse*

Sahoko Timpone, Florida State University, United States

This presentation will explore the forgotten Belgian art songs from the late 19th and early 20th centuries through the works written for the Belgian contralto, Lina Pollard. While there is abundant scholarship on well-known Belgian composers such as César Franck, much of the genre has been neglected. One such example is Pollard, who played an important role in the creation of numerous songs written for voice with either piano or orchestral accompaniment through her collaborations with composers such as Raymond Moulaert. Despite her prominence during her lifetime as a performer, a professor at the Brussels Conservatoire and a dedicatee of numerous art songs, Pollard has faded into obscurity. This presentation traces the life and work of Pollard and uncovers her collaborations and influence on Belgian composers in the development of Belgian art songs. The research is part of ongoing projects at Labo XIX & XX at the Royal Conservatoire Antwerp, which seeks to revive works written by Belgian composers. This study rediscovers compositions written for Pollard and re-introduces the accessible repertoire for medium and low voices to provide valuable resources for today's performers.

11:45-12:10

85608 | *"Dark Attraction": The Artistry of Dory Previn*

Jeffrey Spear, New York University (Retired), United States

Dory Previn was an anomaly among the singer/songwriters of the late 60s and 1970s. Her musical lineage was not folk, protest, or rock and roll, but the great American songbook and the film scores of Andre Previn, her former husband. Her outlook was formed by second wave feminism, modernist literature, and the confessional poetry of women like Anne Sexton who had also survived mental hospitalization and written their way back toward sanity. Previn sang about such things as electro-shock therapy ("Mr. Whisper"), youthful promiscuity rooted in parental disbelief and harsh punishment ("Esther's First Communion"), anxieties revealed behind the banalities of a one-night stand by dramatic monologue ("Lady with a Braid") and, implicitly, incest ("With My Daddy in the Attic"). Andre leaving her for Mia Farrow ("Beware Young Girls") precipitated a psychotic break. Upon recovery Previn became a writer, not just a lyricist. Her memoir, *Midnight Baby* (1976) is a masterpiece interweaving life in the mental hospital, the voice of her child self, clippings about Dorothy Langan, the infant phenomenon of Woodbridge, NJ, and lyrics distilled from the narratives. My paper lays out the dialogic relationship between memoir and lyric leading up to a musical tour de force linking the death her fascinating but abusive father, the coincident LA earthquake of 1971, their sighting of the Hindenburg with the broadcast of the disaster, and how performing for parental attention led to failure in her adult relationships. The sequence reworks radio aesthetics: narrative, spoken voice, sound effects and interpellated song.

10:55-12:10 | (B1) Eixample

Friday Onsite Parallel Session 2

Teaching & Learning Experiences

Session Chair: Eleanor Willard

10:55-11:20

87815 | *Exploring the Learning Approaches of Hospitality Accounting Students in Authentic Assessment*
Rekha Maniram, Durban University of Technology, South Africa

Recently, several studies have embraced social constructivist pedagogies such as authentic learning (AL) in higher education. Contrary to conventional assessments, authentic learnings promote disciplinary behaviours and new ways of thinking. Authentic learning tasks underscore critical thinking; knowledge construction, and solving problem-solving within authentic contexts. Further research shows that only a few studies exist on applying authentic learning to mastery of competencies in developing countries. Central to the success of authentic learning goals is the enactment of the student's learning approach. However, despite the extant literature presenting many student preferences for learning; the approaches espoused in authentic learning contexts remain relatively less explored. Hence, to establish how hospitality accounting students learn, this study aimed to explore the different learning approaches of first-year hospitality accounting students during their engagement with an authentic learning strategy. The theoretical lens of Biggs's 3P Model of Learning was identified for this study in exploring the learning approaches of hospitality accounting students through an authentic learning intervention. A purposive sample of 24 first-year hospitality students participated in this qualitative case study design. Data sources included semi-structured interviews and the online journal reflections of the participants. Using thematic analysis; three emerging themes from the codes were identified from the interviews and reflective accounts.

11:20-11:45

85136 | *Creative Rewriting and Linguistic Variation: Educational Experiments in Italian Language Teaching*
Chiara Lanzoni, University of Bologna, Italy

This contribution presents several educational experiments on the Italian language, emphasizing linguistic variation and a "democratic" education as envisioned by De Mauro. Four projects involving lower secondary school students are analyzed, focusing particularly on diamesic and diaphasic variation. The first diamesic experiment involved the creative rewriting of key passages from Alessandro Manzoni's *The Betrothed* (*I Promessi Sposi*), transformed into CMC (Computer-Mediated Communication) formats by the students. This project highlighted the importance that the Italian National Guidelines place on creative reworking and linguistic variation, while also engaging students through their familiarity with instant messaging applications. The second activity explored diamesia further by having students rewrite Greek myths in the form of a theater script, blending classical literature with contemporary expressive forms. The first diaphasic experiment focused on analyzing and rewriting school regulations to enhance their readability index, calculated using the READ-IT tool, thus making the regulations more accessible and relevant to the students. The second diaphasic activity involved rewriting classic fairy tales, considering different levels of formality to help students understand and apply register variations. Each educational experiment was preceded by a brief theoretical module and followed by a satisfaction questionnaire, providing insights into the perspectives of both students and teachers involved. Additionally, cooperative learning methodology was employed throughout all projects. This approach proved essential, especially in the post-pandemic context where students faced challenges in consolidating transversal skills. The cooperative learning framework not only facilitated active participation but also fostered a collaborative environment conducive to deeper understanding and skill development.

11:45-12:10

83396 | *Benefits and Learning Experiences of a Freewriting Journal Intervention with UK Further Education College Resit English Students*
Eleanor Willard, Leeds Beckett University, United Kingdom
Andrew Otty, National Youth Agency, United Kingdom

This study looks at a journal intervention with Further Education College students in the UK aged 16-19 years old. These students repeatedly resit their English qualification if they do not achieve the required level, until they leave the college. This means a difficult and pressured learning journey for them. The journal is designed as a free writing intervention. For this study, students in two colleges wrote freely for fifteen minutes at the beginning of each English session over six months. The focus was on having the confidence to enjoy writing, not grammar and spelling. There was no teacher grading, just formative feedback. In the first phase, 462 students from two FE colleges completed a questionnaire on Self-Efficacy for Writing at the beginning and end of the year (n=295). The second phase used interview methodology with 24 students about their learning experience at the end of the academic year, prior to examinations. Results from the initial self-report measure showed that there was a significant increase in writing self-efficacy, particularly relating to idea generation. The interviews highlighted the positive effects, not just in terms of confidence, but also well-being. Dominant themes which surfaced were negative previous experiences, openness, and stress-relieving help. It is noteworthy that the response to the journals was unreservedly positive. The future for this intervention is therefore very promising.

10:55-12:10 | (B1) Gothic

Friday Onsite Parallel Session 2

Educational Policy, Leadership, Management & Administration

Session Chair: Mustafa Toprak

10:55-11:20

84832 | *Middle Management: Role and Impact on Educational Leadership Practices*

Lorena Varo Pérez, Universitat Autònoma de Barcelona, Spain

Recent studies highlight the significant impact of middle management leadership on educational success. In Catalonia, school leadership is managed by a team composed of the Principal, Head of Studies, and Secretary. This research, using a sequential mixed-method design divided in three phases, analyzes the functions of the Head of Studies in primary schools and the needs that arise from their role. The study provides a focused analysis of this often-overlooked role, including a gender perspective. Data was collected through a questionnaire with a reliability of 0.904 in Cronbach's Alpha and semi-structured interviews. The Phase 1 sample included 362 participants, 20.4% of whom were held the role of Head of Studies, with the majority being women (89.2%). Phase 2 focused on eight participants in leadership positions. The study evaluated 62 management functions across four dimensions (D1: leadership; D2: management; D3: pedagogical; D4: professional development), attributing seven key functions to the Head of Studies, including leadership, implementation of educational practices, teacher coordination, and academic scheduling. Results from the Confirmation and Chi-Square tests emphasize the importance of the Head of Studies in the pedagogical dimension (D3) and, to a lesser extent, in promoting professional development (D4). However, training gaps and a lack of specific support for the role were identified, underlining the need for further research to enhance middle management in Catalan schools. This study offers an integrated understanding of the Head of Studies' role, emphasizing their significant involvement in educational leadership while revealing deficiencies in training and support. These insights could inform the development of targeted educational policies and training programs specifically designed to enhance the effectiveness and impact of this crucial role.

11:20-11:45

86545 | *Dataset to Measure Mainstream Educators' Knowledge, Skills, and Attitudes Towards Inclusive Classrooms*

Emine Özel, Cyprus International University, Cyprus

The content validity of MEKSAIC is investigated in this paper by surveying mainstream instructors' sentiments regarding the inclusion of students with autism spectrum disorder (ASD) in their classes. It discusses the conditional and dynamic nature of content validity and examines various validity elements employing the quantitative method. In order to examine and determine an appropriate model using exploratory factor analysis, a method was developed for analysis, that measured reliability, problem, and item discrimination. The research instrument was a self-administered questionnaire developed with 75 points, followed by a panel of relevant experts for facial validity. For the pilot study, a group of 150 participants was used, accompanied by a cross-sector review. For the entire questionnaire, the significance index was 0.8 points. Cronbach alpha was 0.8%, and three factors clarified the $P < 0.001$: 67.4% of the total variance, confirming the questionnaire as a valid and reliable instrument. The unidimensional scale was established across all samples, except for primary and secondary school teachers who taught ASD students, confirming its validity in psychometric analyses. The unstandardised Cronbach alpha for the entire MEKSAIC scale was 0.87. The reliability ratings for the three subscales, such as knowledge (0.87), skills (0.91), and attitude (0.83), were all within acceptable limits. The MEKSAIC was shown to be a valid and reliable instrument for evaluating mainstream educators' attitudes about educating students with ASD, in accordance with cognitive psychology research, and it demonstrated excellent internal reliability and validity.

11:45-12:10

82548 | *Transformational School Leadership (TSL): A Systematic Review in a Centralized Education System*

Mustafa Toprak, Sharjah Education Academy, United Arab Emirates

Mehmet Karakus, Coventry University, United Kingdom

Junjun Chen, The Education University of Hong Kong, Hong Kong

In this study, we reviewed research on TSL in Turkey, a country with a centralized governance context. We searched the Turkish Academic Network and Information Center because it indexes research in both Turkish and English languages. We also searched the Scopus database because it includes research conducted in Turkey and is a comprehensive database with rigorous scholarly records. Using the Preferred Reporting Items for Systematic reviews and Meta-Analyses flow diagram, we first examined research through a topographical review to reveal the commonalities and differences between the publications in the corpus. We then discussed the existing research body narratively to provide an overview of the topical foci as well as methodological and conceptual trends and to develop recommendations for future research. Topographical review results suggest that almost all studies used quantitative methodologies; studies appear to focus randomly on different variables rather than building one another, leading to a fragmented knowledge base. Also, some key concepts that have gained attention in the international literature on TSL appear to have been excluded from the TSL literature in Turkey. Three central themes emerged from the narrative review: a) perceptions, attitudes, and behaviors, b) psychological resources, learning, and innovation; and c) school climate and culture. Because TSL-related practices in our review are not well-aligned with the assumptions of TSL models adopted in international literature, we highlighted the significance of indigenous knowledge and a culturally situated understanding of TSL.

10:55-12:10 | (B1) Gràcia

Friday Onsite Parallel Session 2

AI and Online Education

Session Chair: Lubna Siddiqi

10:55-11:20

87722 | *Using ChatGPT to Create an Interactive Learning and Teaching Class*

Mira Alameddine, Rafik Hariri University, Lebanon

Artificial Intelligence is everywhere, particularly in education. Its rapid expansion is affecting all aspects of our lives and will leave its marks on our future. When it comes to AI in education, many educators fear its effects on students while others see a lot of potential (Sumakul et al., 2022) and ways to improve teaching and learning by turning classes into interactive ones (Lee & Perret, 2022; Mollick & Mollick, 2023). One way to explore the effects of AI, particularly ChatGPT 4o, on teaching and learning is to test the effects of ChatGPT's developed activities on students' learning. Thus, this study investigates how ChatGPT could improve the process of teaching and learning in three humanities classes at a local Lebanese university because the results would entail significant implications for teachers and teaching methods. To address the issue, the following question is asked: How can ChatGPT-generated activities be used to create an interactive learning and teaching class? The data consists of interviews and surveys with the participants of the three humanities classes, 75 learners, and an observation checklist filled by the researcher and the researcher's reflection. The collected data revealed that the activities improved the teaching and learning and the students had positive attitudes towards these activities. The author, therefore, recommends using ChatGPT 4o generated activities in teaching and learning.

11:20-11:45

87463 | *Socio Affective Interactions of Mexican Higher Education Teachers and Students with Generative Artificial Intelligence Tools*

Cimenna Chao Rebolledo, Universidad Iberoamericana, Mexico

Miguel Angel Rivera Navarro, Universidad Iberoamericana, Mexico

Generative artificial intelligence (GenAI) is transforming traditional roles and interactions in higher education. These tools, capable of generating dialogues in natural language and emulating human emotions, are increasingly integrated into the academic lives of students and teachers. Understanding how these tools might transform the dynamics of social affective interactions between these actors becomes crucial. This study employed a mixed-methods, concurrent approach. A mirror instrument was designed for both teachers and students, focusing on changes in interactions with classmates and teachers following the integration of generative AI tools in their academic lives. The sample consisted of 51 teachers and 100 Mexican higher education students who reported using these tools in their academic activities. Quantitative data were analyzed using descriptive frequency analysis, while qualitative data were examined through content analysis of open-ended questions regarding participants' emotions and expectations about GenAI. The findings indicate that three out of ten students no longer find it necessary to ask their teachers questions about their academic work, resulting in reduced interaction between them. Conversely, teachers did not perceive significant changes in their interactions. Both groups exhibited a tendency to interact with AI tools affectively and colloquially, often including phrases like "please" or "thank you" in their prompts. Furthermore, students reported mostly positive emotions towards IA, whereas teachers predominantly experienced aversive emotions such as distrust, fear, or intrigue. This study highlights the need for further exploration into the emotional and interactional impacts of generative AI in education, as its influence on traditional educational dynamics continues to evolve.

11:45-12:10

84578 | *Academic Reflection on Pedagogical Challenges to Online Teaching and Learning in Higher Education*

Lubna Siddiqi, University of Bedfordshire, United Kingdom

Technology has significantly transformed traditional teaching in higher education. While face-to-face interaction was once the norm (Jaffee, 1998), blended learning environments have become increasingly common. Initially used primarily for distance education (Gurley, 2018), blended learning now supports on-campus students as well. These environments provide online learning resources via a Learning Management System (LMS), enabling independent, asynchronous study before participating in synchronous, in-person seminars or webinars using student-centred pedagogy (Holen et al., 2020). Higher education institutions favor blended learning for its flexibility, allowing students to complete coursework online while attending scheduled classes (Stone, 2019). Despite differing pedagogical approaches in both environments (Gurley, 2018; Nuñez-Janes & Cruz, 2007), blended learning has proven adaptable and effective across various educational contexts. However, practical experiences sometimes diverge from the literature advocating student-centred pedagogy for online learning. Despite providing clear instructions and all necessary learning materials on the LMS, many students fail to engage with the asynchronous study as expected. This lack of preparation often forces educators to revert to traditional, teacher-centred approaches during synchronous sessions. This paper presents insights from a study conducted at a business school in Australia regarding students' online learning experiences and explores the challenges of implementing student-centred pedagogy when teaching online. It also offers academic reflection on the online teaching and learning experiences at business schools in the UK, discussing the similarities and differences of the online educational experiences and the use of appropriate pedagogy for optimal student learning experience.

10:55-12:10 | (B1) PobleNou

Friday Onsite Parallel Session 2

Online Learning in Higher Education

Session Chair: Bonani Sibanda

10:55-11:20

84640 | *Engineering Student's Perceptions of E-learning in Higher Education: A Two-University Comparison in India and Kuwait*

Nadeyah Alreiahi, Kuwait University, Kuwait

Pretti Petal, KLE Technological University, India

Essam Alruqobah, Kuwait University, Kuwait

Currently, e-learning tools are used widely in higher education. However, students have mixed approaches to adopting e-learning due to attitudes, perceptions, socio-economic challenges, and sociocultural differences. This paper examines e-learning and current student practices in engineering education at two international colleges. The Technology Acceptance Model (TAM) is used as a theoretical framework to explore the adoption of e-learning tools in engineering institutions at the College of Engineering in Kuwait and KLE Technological University in India. A questionnaire was distributed to 270 students across the two colleges to examine students' perceptions and acceptance regarding e-learning during their studies. Findings revealed that engineering students have positive perceptions regarding the use of e-learning. Results also show that student attitude towards e-learning and accessibility significantly predicted actual usage in Kuwait, whereas perceived usefulness and intention to use significantly predicted actual usage in India. Participants in both colleges generally perceive e-learning as beneficial and express positive attitudes towards its adoption, despite some variations in perceived usefulness between Kuwaiti and Indian students. Implications and recommendations are also heightened for future research and best practices.

11:20-11:45

84172 | *Comparing Online and Face to Face Mathematics Examination Results of Students in Particular University in South Africa: A Case Study*

Bonani Sibanda, Vaal University of Technology, South Africa

Ramoshweu Solly Lebelo, Vaal University of Technology, South Africa

The study compares the online and face to face Mathematics examination results of students in a particular university in South Africa Higher Learning Institution. Literature was reviewed to establish what is being said about online as compared to face-to-face examinations. Students' Mathematics 1 and 2 examinations results for online and those for face to face in a particular university in South Africa were also analysed qualitatively and quantitatively and compared. The results analysed in Mathematics 2 were for the same students who passed Mathematics 1 and proceeded to Mathematics 2. There was a discrepancy between the online and the face-to-face examination results. Mathematics 1 online CASS tests had a pass rate of 81.5 percent out of 1488 students and a success rate of 77,8 percent, whereas Mathematics 2 which had a small part done online and the rest done face to face had a pass rate of 22.4 percent out of 1282 students and a success rate of 21,1%. The online results were far much better as compared to the face-to-face results. One of the reasons could be that online tests were not proctored. The results made the university to be very careful when it comes to online tests.

10:55-12:10 | (B1) Sants

Friday Onsite Parallel Session 2

Arts Practices

Session Chair: Najlaa AlSaadi

10:55-11:20

87444 | *Exploring Self-Identity and Cultural Integration Through Art: A Practice-Based Auto-Ethnographic Study of the UK-Based Cantonese Community*

Yuran Lin, University of Wals Trinity Sanit David, United Kingdom

This study aims to investigate the migratory experiences of individuals of Cantonese origin residing in London, employing a combination of auto-ethnographic and ethnographic research methodologies with community-based social encounters serving as the medium for interaction. The objective is to elucidate the experiences of Cantonese migrants and raise awareness among non-Cantonese individuals about the significance of these migrants in preserving Cantonese culture. The research is centered around shared food in social spaces, exploring how a group of people leave their familiar environment, adapt to an unfamiliar place, experience a new environment, and learn a different language and culture (Lee, 2022). This study seeks to foster community growth and safeguard community memory. As a Cantonese individual studying, working, and living in the UK, I plan to present the practical portion of the research from my perspective, utilizing auto-ethnographic and ethnographic research methods combined with artistic practices such as performance, documentary photography, video, exhibitions, and workshops. The exhibition is not the conclusion of the project but a phase intended to attract more Cantonese individuals and facilitate ongoing data collection (Poulos, 2021). Additionally, it aims to highlight the preservation and development of Cantonese culture and community memory to non-Cantonese people. In addition to the auto-ethnographic and ethnographic fieldwork, this project includes a curated exhibition titled "Curate My Life." This exhibition has been held in Guangzhou (Canton), China, and will be held in London, UK. Based on fieldwork findings, the exhibition serves as the practical outcome of the research.

11:20-11:45

85155 | *Applied Theatre: Towards Sustainable Peacebuilding Between Christian and Muslim Communities in Jos, Nigeria*

Aliyu Yakubu, University of Hildesheim, Germany

The study conducted an applied research of the conflict situation between Christian and Muslim communities in Jos metropolis, Nigeria. Using a research-in-creative-practice approach, the study adopted Augusto Boal's Forum Theatre as theory, and specifically utilized the model of Forum Theatre on the Air developed by Mary Traynor as methodology. Following these, participatory applied theatre was created through working with participants reflecting the diversity of Jos metropolis. After the development of an anti-model and its recording, this was broadcast on air at Unity Radio, Jos, and participants were accorded participation via telephone and social media. Views were collated, and an in-depth focus group was held where the anti-model and the overall conflict situation was further discussed. The data collected was analysed in line with the study's objectives to identify the issues causing the conflict, and what role theatre can play in building peace. The study found that the factors driving the conflict include rumour-mongering, politics and bad governance, religious intolerance, lack of forgiveness, youth unemployment and substance abuse, poverty and inequality, among other. The study further concluded that a culture of peace is not just an enabler of sustainable development but it is also a principal constituent of development itself. Applied Theatre is a useful tool for peacebuilding especially when it puts the process in the hands of the community. The study recommends that Jos communities must intentionally work towards regaining its once renowned status as the heart of the Home of Peace and Tourism.

11:45-12:10

87304 | *Identity and Culture in the Printing Artworks with Artists in the Arab World*

Najlaa AlSaadi, Sultan Qaboos University, Oman

Printing is one of the artistic fields that is known for its multiplicity of techniques and artistic methods. This art has spread in various parts of the world with its various techniques. Many printing productions appeared in the seventeenth century by the international artist Rembrandt, who was famous for graphic engraving through engraving on copper, which is called etching, and this indicates that it is art. Printing is one of the ancient arts, but with the modern development of this artistic field, the different ways of applying it and its application have diversified, and each art has its own style of artistic expression to show through it its culture and artistic identity. This research aims to identify the types of printmaking and their different methods of printing art forms such as stencils, engraving on Lino, wood and etching, batik and silkscreen and their significance in the printing art sector of the Arab world followed by an analytical discussion about the relationship of identity and culture to the artists. In addition to that, the study is going to present the most important artists and creators associated with the print artwork industry in the Arab world. From the study, it has been found that the foundations of artistic expression lie in cultural identity which presents a profound understanding relating to traditions, experiences, beliefs and values associated with various societies. By demonstrating diverse narratives and voices, art motivates people to leverage nuance and complexity, contributing to a deep insight into the rich amalgams

Notes

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13:10-14:50 | (1F) Barceloneta

Friday Onsite Parallel Session 3

Arts in Education

Session Chair: Sohee Koo

13:10-13:35

87950 | *The Impact and Implications of Drama in Education/Arts-based Pedagogical Approaches on the Learning Experience of Tertiary Students*

Tyane Robinson, Sam Sharpe Teachers' College, Jamaica

Drama in Education (DiE) is considered a powerful teaching and learning tool in the Jamaican classroom and is employed across infant and primary schools, and the secondary to a good extent; realizing its impact on students' performance would help to grasp its influence on the total learning experience. Yet, this impact has not taken precedence at the tertiary level, not informing educators of its effects on students' academic and participatory performance because tertiary students are supposed to 'read for their degree'. The main objective of this qualitative study was to explore the impact pedagogical approaches that are steeped in DiE and arts had on student-teachers being trained in primary and secondary Language education. Emphasizing that these approaches, as holistic teaching and learning tools, directly influence student-teachers' academic and practical performances. Data were collected from a population of 116 primary (survey) and 18 secondary students (focus group), who completed the course, Introduction to Drama for Primary Education or Drama in Education for Secondary Teachers. The findings reveal that 1. arts based and DiE pedagogies have significantly impacted the educational development of preservice teachers; that 2. Cross-faculty lecturers must consider using same approaches to engage student-teachers more for better results; and 3. The diversity of the classroom is conducive to learning when DiE and arts are employed as both methodology and assessment in courses. The findings also suggest that when course content is combined with their creativity, the results are greater, meaning-making and critical thinking are enhanced, and content retention is evident.

13:35-14:00

87844 | *Creative Constraints as Catalysts: Transforming Pedagogy and Practice in Art Education*

Sohee Koo, City College of New York - CUNY, United States

In today's fragmented, fast-paced world, where information and technological advancements overwhelm traditional learning models, this presentation explores how limitations can be reimagined as "creative constraints," transforming them into powerful tools that enhance creativity and productivity in education. This presentation shares findings from case studies conducted in various art and art education courses over the two years where specific constraints—such as limited time, methods, themes, space, and materials—were intentionally integrated into the curriculum. These constraints were designed to prompt students to think critically, experiment, improvise, and play, both physically and digitally. Through individual and collaborative projects, collective writing exercises, and joint creative endeavors, students reflected deeply on their learning experiences. Visual examples of student art projects and self-reflections gathered from journals and interviews will be shared to illustrate the impact of these creative constraints. The core argument is that "creative constraints" serve as catalysts for boosting creativity and productivity in learning environments. Building on existing literature that highlights the potential of constraints to unlock new possibilities and foster innovative problem-solving, this presentation investigates their role in both creative practice and pedagogy. It examines how constraints can be perceived not as limitations but as sources of inspiration, particularly in overcoming apprehensions toward technology and stepping beyond comfort zones. This exploration aims to contribute to the discourse on student-centered pedagogy, teaching innovation, and experiential learning in art education.

14:00-14:25

86982 | *Improvisation: A Tool to Foster Creativity in Interior Design Education*

Mahsa Fatemi Alavi, Bilkent, Turkey

Halime Demirkan, Bilkent, Turkey

In the dynamic field of interior design education, fostering creativity among students is a central objective. Improvisation, an intricate activity built on spontaneous creativity, is seen as a way to find new, surprising, and appropriate solutions to challenges. While improvisation has been extensively studied in arts, particularly music, its application in architecture still needs to be explored. This study aims to address this literature gap by investigating improvisation as a tool to improve creativity in interior design studios. In this regard, the research problem concentrates on the limited understanding of how improvisation can be systematically integrated into architecture design education to foster creativity. The hypothesis posits that structured improvisation games will give students more creative outputs. An experiment was conducted with students in the Visionary and Future Environment course studio at Bilkent University. Participants engaged in the 'Yes, and...' improvisation game. Firstly, they sketched individually based on the theme 'The window to infinity.' Then, they passed their sketches around to group members, and each member added their idea to the initial sketch. The process lasted an hour, after which individual and collaborative sketches were assessed using the product creativity scale. The findings suggest that collaborative improvisation significantly increases creative outputs compared to individual efforts. This research implies that integrating improvisation into design curricula can create an environment for exploring, experimenting, and risk-taking, fostering innovative thinking and problem-solving skills and encouraging students to be free of traditional thinking patterns, which is essential for future design professionals.

13:10-14:50 | (1F) Mar Bella

Friday Onsite Parallel Session 3

Contemporary Issues in Education

Session Chair: Jonathan Langdon

13:10-13:35

85056 | *Learning to Live with One's Enemy: Teaching Peacebuilding through an Experiential Learning Program and Critical Human Rights Pedagogies*

Allyson Larkin, Western University, Canada

This research examines an international experiential learning program through the lens of critical human rights pedagogical lens. Critical human rights pedagogy critiques the discourses of universalizing human rights to identify the ways power, identity and status influence how the concept of rights is framed through education. In this international experiential learning program, undergraduate students from a Canadian university travel to a human rights and peace studies centre in Italy to engage with youth from conflict ravaged regions of the world. The youth are from regions which include Russia, Ukraine, Palestine, Lebanon, Israel, Serbia, Bosnia and other areas that are experiencing protracted conflict. A founding principle at this centre is the notion that to secure an enduring peace, one must learn how to live with one's enemy. This concept is explored through a series of simulations, workshops and counter storytelling practices, where the representatives from countries who see one another as enemies, learn to tell the story of their joint conflict together. The methodology for this research engaged in-depth semi-structured interviews with Canadian participants in the program, participant observations, and an analysis of social media produced by the centre. Analysis of the data produced draws on critical human rights discourse analysis to critique how notions of universal human rights interact with participants' lived experiences and understanding of contemporary global conflicts.

13:35-14:00

79820 | *Kolb's Learning Styles of Centennial Stakeholders as Part of Transition Design Approach in the Social Laboratory Framework*

Sialia Karina Mellink Mendez, CETYS Universidad, Mexico

Gloria Janeth Murillo-Aviña, CETYS Universidad, Mexico

José Esteban Chapela-Cerecero, CETYS Universidad, Mexico

Josue Aaron Lopez Leyva, CETYS Universidad, Mexico

Wicked problems are related by many interdependent factors making them seem impossible to solve. Some examples of wicked problems are education models, health care, income disparity, poverty, financial crises, and sustainability, among others. The analysis of wicked problems requires considering many aspects involved, in particular, the level and quality of stakeholder participation. If the stakeholders do not collaborate, it will not be possible to describe the wicked problem in depth, much less propose solutions. To explore the relationship with Centennial stakeholders, this research presents an exploratory, cross-sectional, and quantitative analysis of learning styles according to Kolb's theory for Centennial stakeholders in a Transition Design approach. The results show that there are some predominant learning styles, e.g., Accommodation (LS1) related to feeling and doing, and Diverging (LS3) related to feeling and watching. Then, these learning styles are related to the various practices developed in the Transition Design approach. The conceptual and methodological contribution of the research is also presented, as well as the managerial and policy implications in the framework of a social laboratory. Finally, it is concluded that, according to our survey, Centennial stakeholders have a balance regarding learning styles that must be considered as part of the design of the approach to wicked problems.

14:00-14:25

79773 | *Intergenerational Social Perceptions of the Energy Context as Based for Designing Educational Structures that Promote Sustainability and High Social Participation*

Josue Aaron Lopez-Leyva, CETYS Universidad, Mexico

Sialia Karina Mellink-Méndez, CETYS Universidad, Mexico

Gloria Janeth Murillo-Aviña, CETYS Universidad, Mexico

Gabriel Yoel González-Cera, CETYS Universidad, Mexico

To support the Sustainable Development Goals (SDGs) proposed by the United Nations, several important aspects are required, among which the active participation of society in initiatives and project development can be highlighted. In particular, the social perception of the energy sector can be understood as the social opinion related to the acceptance, appropriation, and social trust regarding the actions developed by the private and public sectors in the energy framework. Given the above, a quantitative and exploratory study has been carried out on the intergenerational social perception of the energy context, to obtain results that will allow to identification of starting points for improving the formal, informal, and non-formal structure of social education on sustainability (particularly concerning the energy sector and energy poverty) for different segments of the population, namely the Centennials, Millennials, Generation X and Baby Boomers. An important result to highlight is that the public opinion of citizens belonging to the Centennial Generation is extremely representative. While the opinions of previous generations, such as Generation Millennials, Generation X, and Generation Baby Boomers, have less influence on public opinion. Finally, this research also addresses the challenges and opportunities regarding the development of interdisciplinary educational projects to improve the energy indicators of the region considering the intergenerational aspects.

13:10-14:50 | (1F) Nova Icaria

Friday Onsite Parallel Session 3

Professional Training, Development & Concerns in Education

Session Chair: Marcus Samuelsson

13:10-13:35

87039 | *"Are AI-Powered Chatbots Helpful in Teacher Training?": Pre-Service Teachers' Perspective*
Alpona Shirin, Tampere University, Finland

In recent years, there has been a noticeable increase in interest in the use of AI-powered chatbots and AI tools in academic contexts. This study examined preservice teachers' perceptions to explore the opportunities and challenges of AI-powered chatbots in teacher training. The study was carried out in the Faculty of Education and Culture at Tampere University, Finland, and twelve faculty members participated in the semi-structured qualitative interviews. Thematic content analysis was used to analyze participants' responses. The results showed a wide range of opportunities for AI-powered chatbots as learning assistants, language, text, efficiency, as well as productivity enhancement, and pointed out challenges such as adapting to AI, reliability issues, educational impact, evaluation, and ethical challenges. Additionally, this study suggested four themes for effective integration of AI tools in teacher training, including "integrating AI into teachers' roles," "personalized AI for teaching," "increasing positive attitudes," and "evident policies." The implications of the findings highlight how AI chatbots might be integrated into teacher training programs for both students and teachers. Thus, future research directions include examining and comparing the impacts and barriers of implementing AI chatbots in teaching and learning.

13:35-14:00

86026 | *The Importance of Practice in Pre-service Teachers' Development: An Analysis from ZPTD Perspective*
Rafaela Fetzner Drey, Instituto Federal de Educação, Ciência e Tecnologia do Rio Grande do Sul, Brazil

Currently the importance of teacher training emerges as a central theme in Brazilian educational scenario. With the aim of understanding one of the vertices that make up the complex kaleidoscope of a teacher's training path, this research presents the impact of teaching practices throughout two undergraduate courses – in Languages/Literature and Mathematics. To accomplish this aim, a questionnaire answered by the forementioned courses graduates was developed, generating data used to analyze the professional development process of the pre-service teachers in accordance with the notion of Zone of Proximal Teaching Development (WARFORD, 2011). This concept was developed from Vygotsky's Zone of Proximal Development (ZPD), which states that the construction of a future teacher takes place in and through interaction – taking place concretely in the performance of the pre-service teachers in their practical activities. In a qualitative analysis of the data, discursive elements that indicate linguistic clues were observed, allowing us to infer how teaching practices contributed to the development of the participants' teaching. The main results pointed out specific differences and similarities in teacher training in each area; however, it is indisputable that teaching practices and supervised internships are of central importance in the training of teachers in both courses. Future perspectives aim to contribute to the improvement of undergraduate teaching courses, with the aim of effectively impacting the qualifications of future teachers.

14:00-14:25

84590 | *Training Teaching in Real Life or in a Virtual Reality: A Comparison About Differences as Well as Similarities*
Marcus Samuelsson, Linköping University, Sweden

To effectively manage the complex task of teaching, pre-service teachers (PSTs) require numerous opportunities to practise their teaching skills throughout their teacher education. Various methods, such as extended internships, micro-teaching, or role-playing, can fulfil this need. Another emerging method is the use of virtual reality (VR) and simulation training. This study utilised a simulation called TeachLivE, wherein PSTs instructed prototypes of real students, represented as five avatars operated by a simulation specialist across different subjects. The aim of this paper is to contribute knowledge on how training in both real-life (IRL) and virtual reality (VR) settings can impact PSTs' learning opportunities. Preliminary results indicate significant similarities between training in virtual reality and actual classroom environments, allowing PSTs to perceive the simulations as realistic. They particularly noted that the responses of the virtual students were authentic, mirroring the actions, conceptions, and dialogues that occur in real classrooms. The content was also found to be realistic. However, there are notable differences between teaching IRL and in VR. For instance, it is not possible to physically move towards or touch the five virtual students in the classroom. Handling the avatars proved challenging, even though PSTs recognized them as representative of typical classroom students. Additionally, the ability to pause the VR training was highlighted as a unique feature of the simulation. The findings suggest that a combination of both training methods is preferable, as each provides distinct advantages, and one does not preclude the other.

14:25-14:50

85899 | *Capturing Classroom Practice Using a Facilitative Orientation to Reading Teaching*
Kellie Steinke, University of Mpumalanga, South Africa

The presentation focuses on the use of a classroom observation instrument known as the Facilitative Orientation to Reading Teaching (FORT). The instrument was designed to capture the teaching of reading and formed part of a project that took place in two Kwa-Zulu Natal primary schools. Participants were eight teachers and their learners across grades three and four. Data was captured in English and in Isizulu. Besides the FORT, the study made use of semi-structured interviews, classroom observations and pre- and post-study reading assessments. The purpose of the original study was to investigate how a teacher's pedagogical content knowledge can help or hinder the teaching of reading with foundation and intermediate phase learners, whether in-service teacher training is beneficial in the teaching of reading, and how the attitudes and beliefs of teachers influence their teaching practice. The design of the instrument had to incorporate 'best classroom practice' using a facilitative teaching and learning model and was based on the theories of, among others, Bernstein, Halliday, Jim Martin and David Rose. Such best practice includes concepts such as meaningful dialogue and scaffolded learning both of which facilitate student engagement and learning. Findings indicate that, although additional teacher training was beneficial, the learners did not appear to be successfully moving from decoding to comprehension across the important foundation-to-intermediate level threshold. Classroom interactions tended to remain teacher-led and student agency restricted. It was suggested that teachers may benefit from one-on-one coaching that involves expert mentors working collaboratively with teachers to develop individualized support plans.

13:10-14:50 | (1F) Sant Sebastià Friday Onsite Parallel Session 3

Pedagogical Design & Academic Excellence

Session Chair: Thomas Wanner

13:10-13:35

81968 | *A Mixed-Methods and Participatory Bottom-Up Design to Enable Students as Partners and Co-Creators in Their Education*

Eleni Hadjigeorgiou, Newcastle University, United Kingdom

Faizah Ashraf, Newcastle University, United Kingdom

Charlotte Boulton, Newcastle University, United Kingdom

Alison Shaw, Newcastle University, United Kingdom

Sharron Kuznesof, Newcastle University, United Kingdom

Mark Geoghegan, Newcastle University, United Kingdom

Peer-Networks for Engineers is designed to embed the student voice and specifically address the lack of meaningful and diverse inclusion of underrepresented minority students in Engineering (URMs) higher education. By uncovering students' lived experiences of inclusion and exclusion at Newcastle University, peer-networks' hindering and promoting factors are used to inform the co-creation and implementation by students of 3 peer-networks. Methodology: Through 1. A realist systematic review we identified promoting and hindering practices aimed at increasing feelings of inclusion and sense of belonging via peer-networks in engineering followed up by 2a. A Student-Poll where Newcastle engineering students prioritised desired peer-networks. 2b. A digital autoethnography, to explore URMs' context-specific experiences of underrepresentation and exclusion. 3. URMs and researchers gathered in a World-Café setting to co-design 3 peer-networks for engineers informed by the previous research steps. 4. Results were co-analysed through a podcast series and write-ups with URMs. Findings: 1. Thirty-three promoting and nineteen hindering mechanisms were identified over 11 types of peer network interventions; 2a. Desired peer networks as voted by eighty-two engineering students were: Student society, Makerspace, Inclusive-Induction; 2b. Twenty-six URMs participated in digital auto-ethnography. URMs' narratives triangulated and enriched findings from systematic review; 3. Twenty URMs formulated a theory of change for an inclusive and best practices peer network version they selected to take a leadership role in. The knowledge produced by the project will be embedded into the structures of School of Engineering teaching and support, to maintain transformational and enduring outcomes of the project.

13:35-14:00

84979 | *Revolutionizing Science Education: Global Policies for Academic Excellence*

Nidhi Chauhan, National Institute of Science Communication and Policy Research (CSIR-NIScPR), India

Puspanjali Tripathy, National Institute of Science Communication and Policy Research (CSIR-NIScPR), India

Science educational policy reforms aim to elevate student achievement through the refinement of curriculum standards, instructional methodologies, and assessment practices. This study undertakes a comprehensive literature review to elucidate the evolution of science education popularization across different developmental stages and contexts. Key findings highlight the transformative potential of science educational policy reforms when executed effectively. These reforms commonly emphasize fostering inquiry-based learning, integrating STEM disciplines, and leveraging technology to cultivate critical thinking and problem-solving abilities among students. Additionally, there is a prevalent trend towards aligning curricula with international standards and benchmarks to ensure global competitiveness and relevance. Central to the success of these reforms is the pivotal role of teacher professional development in facilitating their implementation. Programs designed to equip educators with tailored pedagogical strategies aligned with the reformed curriculum demonstrate tangible improvements in student outcomes. Nevertheless, persistent challenges such as resistance to change, resource constraints, and disparities in policy execution across regions continue to impede the full realization of reform objectives. The integrity of this study is upheld through rigorous sourcing from credible repositories including JSTOR, Google Scholar, and SCOPUS, ensuring a robust foundation of scholarly literature. By synthesizing diverse perspectives from recent research, the study provides a nuanced understanding of the dynamic shifts within the realm of science education popularization. In conclusion, while science educational policy reforms hold promise for enhancing student achievement, their efficacy hinges upon adept implementation strategies, robust infrastructure, and sustained investment in teacher development.

14:00-14:25

81656 | *Construction of "New Liberal Arts": Research on The Role of Laboratories in the Innovative Development of Liberal Arts Higher Education*

Yiming Liu, National University of Defense Technology, China

Jia Huang, National University of Defense Technology, China

Yuran Wang, Guangxi Arts University, China

Under the wave of new technology and industrial revolution, social issues are becoming increasingly comprehensive and complex. Higher education in liberal arts needs to further break down disciplinary and professional barriers, promote multi-disciplinary integration to achieve further innovation and development. The liberal arts laboratory is a direct response to this paradigm shift. This article argues that the launch of China's "New Liberal Arts" construction has greatly promoted the construction of liberal arts laboratories, but there are also problems such as shortage of professional laboratory personnel, lagging construction of interdisciplinary comprehensive laboratories, insufficient resource sharing, and inadequacy on intelligent construction. To solve these problems, it proposes that it is necessary to continuously increase construction investment, establish universal subdivision standards, effectively integrate resources from all parties, strengthen humanistic care and problem awareness. Thus new vitality could be injected into the innovative development of higher education in liberal arts.

14:25-14:50

84122 | *Enhancing Student Academic Skills Through Using Generative AI and Enquiry-Based Learning? Research from Australia*

Thomas Wanner, University of Adelaide, Australia

The findings of an interdisciplinary research project about the use of enquiry-based learning (EBL) and generative AI (GAI) in undergraduate courses in education, medicine, social sciences and veterinary science will be presented. The aim of the project was to investigate whether EBL and GAI helped students to improve their academic skills (research, analysis, critical thinking). EBL is a pedagogical approach that emphasizes student-driven investigation and problem-solving to enhance student engagement and learning (Blessinger et al., 2014). Our premise was to integrate AI into teaching and learning, in particular assessment, as this means more student empowerment and providing students with the skills and knowledge to use AI (Lodge et al., 2023). ChatGPT was used by students for learning tasks (e.g. brainstorming ideas) and assignments (e.g. structure, editing). We employed a qualitative research approach collecting students' views through surveys and focus groups, and teacher views through semi-structured interviews. The presenter will reflect on the experiences and challenges of integrating EBL and GAI into teaching and learning, and will provide valuable insights and strategies for conference participants on how to effectively embed EBL and GAI into their own teaching and learning.

13:10-14:50 | (B1) Eixample Friday Onsite Parallel Session 3

Teaching & Learning Experiences in EFL

Session Chair: Baiba Pusinska

13:10-13:35

84038 | *Exploring the Relationship Between Thai EFL Learner's Communication Competence, Gender, and Extramural English: A Study in Teacher Training University*

Pongwat Fongkanta, Lampang Rajabhat University, Thailand

Fisik Sean Buakanok, Lampang Rajabhat University, Thailand

The L2 communication competence is a vital skill for enhancing learners' global communication, academic and professional opportunities, cultural understanding, cognitive development, and social integration. This study investigates on the level of Thai EFL learner's communication competence and what relationship between Thai EFL learner's communication competence, gender, and extramural English. The research method is deemed a research design. Participants included 102 college students, learning English as a foreign language (EFL) in department of English education at Lampang Rajabhat University. They were drawn by using simple random sampling technique. Data was collected by using the Self-Perceived Communication Competence Scale (SPCC), Extramural English Use Scale (EEUS), and demographic questions. Descriptive statistics were used to analyze the participants' demographic. Also, multiple regression analysis was used to analyze the relationship between communication competence, gender, and extramural English. The result revealed that Thai EFL learner possessed an adequate level of English communication competence. Multiple regression analysis indicates that extramural English engagement and gender were significant predictors of the communication competence.

13:35-14:00

85705 | *Self-Regulation in Learning Foreign Languages*

Saleh Al Himali, University of Nizwa, Oman

Certain researchers have associated self-regulated learning with EFL, resulting in gaining importance worldly but not, sufficiently, in Oman. The majority of students in Oman leave higher education institutions without being able to communicate fluently in English regardless of having spent over 14 years studying it. There is a gap between the expectations and perceptions of the roles of the learner and the teacher in the process of learning EFL. This paper discusses the current situation in Oman regarding the culture of learning (perceptions and expectations) which is manifested currently in relatively complete learners' dependence on teachers in learning. This paper proposes a remedial scheme (a model for self-regulation of learning) that works at individual and institutional levels. The researcher has adopted participatory action research design to make a change in the context of learning. The participants are university students. There are two tools used to help learners improve their self-regulation: Moodle with daily assignments and What's App for practicing daily writing. The pilot study lasted one semester, followed by an intervention which lasted for another semester. The main findings were that learners struggled to adopt new behavior at the beginning but many of them started to see the value of regulating their own learning. However to adopt new schemas of learning, learners may need to be exposed to further development of their cognitive and metacognitive competences. To conclude, self-regulation in higher education in Oman requires further research as centralization of decision making is still the dominant feature of the system.

14:00-14:25

84396 | *"Mosaic Landscape" of Teaching and Learning Professional Vocabulary at English for Specific Purposes Studies at University*

Baiba Pusinska, Latvia University of Life Sciences and Technologies, Latvia

A university is a higher educational institution where students acquire professional and communicative competences, developing 21st-century skills. These competences are acquired through English for Specific Purposes (ESP) study course designed for landscape architects. The university curriculum includes content-based ESP studies, with the overall objective of teaching and learning professional vocabulary across all study courses for undergraduate students. The ESP curriculum is based on self-regulated learning, where students take active role in their own learning process. Furthermore, they understand their needs, reflect on learning, and monitor their progress. They constantly learn how to use subject-specific language. This research aims to analyse the teaching and learning of professional vocabulary among 25 second-year undergraduate students who have completed an ESP study course for landscape architects. The aim of the survey is to evaluate and analyse practices of teaching and learning professional vocabulary in accordance with self-regulated learning. The author of this scientific article discusses the teaching and learning of professional vocabulary in ESP studies at the Latvia University of Life Sciences and Technologies, using the definition of landscape architecture to describe a landscape mosaic. Landscape mosaic is defined as a heterogeneous area composed of different elements from different ecosystems. The data show that students highly value enhanced communicative and professional competences, enabling them to use professional vocabulary in writing reports, participating in discussions, creating dialogues, and giving presentations in various settings including individual, group, and project work. Additionally, the positive evaluation of the studies indicates that acquiring professional vocabulary facilitates content comprehension.

14:25-14:50

83962 | *Preparing Learners for Academic Success: Teaching EFL Learners to Take Better Notes*

James Broadbridge, Bunkyo Gakuin University, Japan

Yoko Kusumoto, Tokyo University of Technology, Japan

The growth of EMI university courses has led to a need to focus on how best to prepare language learners to succeed in this challenging environment. For students who are used to the type of listening required in regular EFL courses, where grammar, vocabulary, and rate of speech are adjusted for ease of comprehension, the step up to lecture courses can be highly challenging. In order to succeed in such an environment, the ability to take notes effectively is paramount, but this is no easy task considering the complex nature of note-taking, where listening, filtering, and recording vitally important pieces of information are all performed under real-time pressure. This presentation reports on action research in the Japanese context that examined methods to explicitly improve EFL learners' note-taking ability and comprehension of lectures. Early iterations of the study replicated Siegel (2018) and found improvement in participants' note-taking ability, but failed to see improvements in comprehension. Results from more recent iterations suggest that comprehension can also be improved through the addition of free-writing and discussion exercises. This presentation will provide an overview of the study and examples of the methods used to explicitly teach note-taking. It will also introduce results from the latest iteration of the study that show statistically significant increases in comprehension of lectures as well as improvements in note-taking ability. Findings are of particular relevance to those preparing learners for entry into EMI courses, those preparing learners for study abroad, and lecturers with EFL/ESL learners taking their courses.

13:10-14:50 | (B1) Gotic

Friday Onsite Parallel Session 3

Educational Policy, Leadership, Management & Administration

Session Chair: Hayoung Shin

13:10-13:35

86337 | *Mapping of Covid Cases in ES: a Look at Public Special Education Students*

Eliene Guimarães Moreira, Universidade Federal do Espírito Santo, Brazil

Douglas Christian Ferrari de Melo, Universidade Federal do Espírito Santo, Brazil

Gabriela Roncatt Ferreira de Souza, Universidade Federal do Espírito Santo, Brazil

This article refers to the impact of Covid-19 cases on the return to face-to-face classes for students with disabilities, in Espírito Santo. Using a qualitative approach, the objective was to analyze whether the measures taken had an impact on the increase in the number of Covid-19 cases/deaths in relation to people with disabilities. Regarding the methodology, an exploratory descriptive cross-sectional study is used based on a robust scientific approach, through the analysis of information in reliable sources such as decrees, standards, opinions, ordinances, scientific articles, dissertations, theses, ebook and Source Catalog. In addition to this literature review, the author's own publications were consulted. Data collection was carried out systematically in the Covid Panel - ES and all data was analyzed and organized in detail in a Microsoft Excel spreadsheet application. In this data collection, a timeline was used as a methodological path, with data from the Covid ES Panel, in relation to people with disabilities. The period analyzed corresponded to the three-year period from 2020 to 2023. The results of this study highlight the invisibility of people with disabilities during the Covid-19 pandemic in Espírito Santo, regarding the records of cases and deaths, the search for information on the Covid panel, which makes data analysis difficult. We also highlight the need for robust investments in school infrastructure and support for teachers, in addition to the importance of government policies that are inclusive and flexible to ensure the continuity of education for all students.

13:35-14:00

87191 | *The Geographies of Ethics in Rural Education Research*

Dipane Hlalele, University of KwaZulu-Natal, South Africa

Researchers conducting research with vulnerable populations in rural African settings are confronted with distinctive ethical and cultural challenges due to the community context of their research, their methods of investigation, and the implications of their findings. The current study explores the geographies of ethics in rural education research conduct with and about rural people and communities. The problematic (problem statement) crystallises itself on the premise that dynamism imbues the ethics of research since no two rural spaces are identical and researchers may not necessarily be expected to be monolithic in their approach. Assuming that ethical judgements by their very nature ponder a variety of realities (relative or actual) and are therefore diverse, diversity foregrounds plurality, fluidity, and a multiplicity of geographies. For the purpose of the research, the concept geography is understood as a space in a psycho-, socio-political and recursively constructed sense. Geographies include exceptionism, situationism, subjectivism and absolutism mapped across relativism and idealism as dimensions. Drawing from diverse international literature published in the last ten years on rural education, and using PRISMA as an analytical tool, this scoping review finds that about half of the publications makes no reference, even in the tacit sense, to ethical issues. We conclude with an observation that varying ethical geographies may create conflicting, competing, or crosscutting ethical obligations and ramifications, reflecting both the relative vulnerabilities of rural communities, power implicit in these scholarly relationships, and the diverse ethical frameworks.

14:00-14:25

85962 | *Educational Equity in the State and Municipal Education Plans of Northeastern Brazilian States: A Documentary Analysis*

Otávio Melo Neto, Cesar School, Brazil

Alcimar Trancoso, Universidade Federal de Alagoas (UFAL), Brazil

Raíssa Ferreira, Universidade Federal de Alagoas (UFAL), Brazil

Adélia Oliveira, Universidade Federal de Alagoas (UFAL), Brazil

Paula Miura, Universidade Federal de Alagoas (UFAL), Brazil

Clara Oliveira, Universidade Federal de Alagoas (UFAL), Brazil

This study deals with themes related to Brazilian government policies with a focus on basic education. It aimed to analyze the use of the term educational equity in the State and Municipal Education Plans of the Brazilian Northeastern States and their respective capitals. This is a documentary study. Three stages were carried out: 1) searches on the official websites of the nine Secretariats of Education, Legislative Assemblies and City Councils of the state governments and municipalities of the nine northeastern states and their respective capitals, with the aim of identifying the state education plans of the states (PEE) and the municipal education plans (PME) of the capitals of northeastern Brazil; 2) identification of the term equity in these documents; 3) preparation of electronic spreadsheets recording the findings of the searches carried out. It was observed that: all the state and municipal plans (capitals) in the northeast of the country are available on websites; the term equity was used in all the plans, but they do not present or propose a conceptualization of the term; the National Education Plan is a model for the PEEs and PMEs. It is concluded that in the documents analysed, the term equity is associated with: guaranteeing equal access to and permanence in school and providing equal use of physical structures; raising the level of teacher training for all schools and raising the level of education, with priority for social groups and the socially and historically vulnerable population.

14:25-14:50

84456 | *Comparative Study of National-Level Support Systems for Basic Academic Achievement*

Hayoung Shin, Semyung University, South Korea

Soyoung Park, Sookmyung Women's University, South Korea

This study examines national-level support systems for academic achievement improvement by comparing the United States' No Child Left Behind (NCLB) policy with South Korea's academic enhancement strategies. NCLB, enacted in 2001, introduced strict accountability through standardized testing and targeted interventions for underperforming schools. South Korea, in contrast, employs a comprehensive approach involving curriculum reforms, teacher professional development, and increased parental involvement to strengthen basic academic skills. The study selects the U.S. and South Korea for comparison due to their significant geographical, socio-economic, and cultural contrasts, offering a robust framework for analyzing educational governance models. The analysis spans from the enactment of NCLB in 2001 to the present, encompassing over two decades of educational policy evolution. The study uses specific comparison points and criteria for a structured comparison of the NCLB policy and South Korea's academic enhancement strategies: (1) Policy Objectives and Educational Philosophy, (2) Implementation Strategies, (3) Assessment and Evaluation, (4) Impact on Equity and Inclusion, and (5) Cultural and Contextual Adaptation. Data sources include scholarly literature, government reports, and empirical data, with a theoretical framework based on Li Lin (2013). The findings indicate that the U.S. emphasizes top-down accountability and market-driven reforms, while South Korea adopts a holistic and culturally integrated approach to educational improvement. This study's systematic review of policy impacts and cross-national comparisons offers insights into educational reform's complexities in contrasting socio-cultural contexts, highlighting the varied effects on educational outcomes and social equity.

13:10-14:50 | (B1) Gràcia

Friday Onsite Parallel Session 3

AI in Foreign Language Education

Session Chair: Gabriella Kovács

13:10-13:35

84555 | *Boosting EFL Writing Skills with Manga and AI: Innovative Instruction for Generation Z*
Takako Yasuta, Fukushima Medical University, Japan

This study aims to enhance a manga-based L2 writing approach by increasing learner autonomy with the assistance of an AI chatbot. The author's manga-based approach to EFL writing fosters appropriate sentence structure and expression across different registers. However, its effectiveness has been limited by a lack of a well-developed learning environment and low learner motivation. In-class feedback and support from the instructor are restricted due to time constraints and a large class size. This study seeks to improve the manga-based approach's effectiveness with AI tools, focusing on acquiring conversational expressions in direct speech and formal academic texts in indirect speech. Students will independently analyze, revise, and improve their writing with immediate feedback from the AI chatbot, rather than relying on limited and delayed instructor feedback. Participants are 48 health science majors in a 60-minute weekly sophomore-level English course focused on developing writing skills through manga production. The project goal is to create an English-language manga providing useful information to international visitors. In the manga, participants will use colloquial expressions in speech balloons and rewrite them using reported verbs in narrative boxes. A pre/post-test will examine learners' performance on the accuracy of reporting verbs, word order, and pronouns. A post-study questionnaire will assess learners' responses to AI-assisted instruction. Although this study is ongoing, the author expects that AI-assisted activities will improve advanced grammar skills, such as direct-indirect speech conversion, enhance the learning process, and establish positive use of AI tools in the L2 classroom.

13:35-14:00

80967 | *ChatGPT-Generated Rhetoric: Developing Pedagogical Uses for L2 Instructors*
Richard Miles, Nanzan University, Japan

The recent proliferation of AI tools has forced L2 educators to adapt their pedagogy at an unprecedented pace. While the debate on whether or not to utilize AI tools in curricula continues, an unexamined facet of these tools is how proficient they are with 'human-like' rhetorical writing skills. Therefore, this qualitative study is framed by the research question: Does ChatGPT exhibit the ability to use rhetoric in various genres of persuasive writing? Specifically, the study aims to determine if ChatGPT can produce micro-rhetorical techniques (e.g., language techniques such as the use of tricolons, alliteration, or metaphors) (see Rowland, 2019) and the more complicated macro approaches to rhetoric (e.g., message-framing approaches such as positive framing or negative framing) (see Fairhurst, 2011). To address this question, a range of written genres were generated and analyzed using MAXQDA 2020 software: academic essays, job application letters, editorials, advertisements, political campaign speeches, and love letters. Results indicate that ChatGPT can replicate human use of rhetoric across a range of written genres. This poster presentation provides a forum for participants to discuss the two key implications of this finding. Firstly, written texts from many genres can be mass-produced and provided to students to have them identify the uses of rhetoric. Secondly, students can be challenged with improving the rhetorical approach of these AI-generated texts. By analyzing the rhetorical techniques and message-framing approaches generated by ChatGPT this study seeks to proffer conclusions with potential pedagogical implications for rhetoric and L2 instructors in higher education.

14:00-14:25

84951 | *Machine Translation Post-editing in Translator Training*
Gabriella Kovács, Sapientia Hungarian University of Transylvania, Romania

Machine translation post-editing (MTPE) is increasingly recognized as an essential skill in translator training, reflecting the integration of advanced technology in the translation industry. This study explores the role and importance of MTPE training in contemporary translator education, highlighting its significance in enhancing translation quality, efficiency, and consistency. Translator students attending our training program often rely on machine translation (MT), such as Google Translate and DeepL Translate, without being aware of their limitations. We assume that more language pair specific MTPE practice should be included in the curriculum, in order to increase our students' translation quality. We assessed the extent to which graduate translation students at Sapientia Hungarian University of Transylvania are able to translate texts from different fields and of various genres from English into their mother tongue (Hungarian), using MTPE. In order to determine the most frequently encountered general and language-pair specific difficulties, we proposed to analyze the translations of five texts, performed by 18 students, identifying the most common errors (such as errors in grammar and syntax; errors in meaning; omission or addition of words or phrases; literal translation). In addition, for the purpose of identifying their needs more specifically, we conducted a post-task interview as well, focusing on the applied strategies, solutions, and potential challenges. Based on our results, we intend to improve and update our curriculum by including the necessary theory and practice related to MTPE.

13:10-14:50 | (B1) PobleNou

Friday Onsite Parallel Session 3

Higher Education

Session Chair: Uwe Matthias Richter

13:10-13:35

84393 | *Comparing Educational Achievement: Academic vs Vocational Entry Qualification Students in Higher Education Attainment*
Linda-Marie Nakibuuka, University of East Anglia, United Kingdom

This study examines the impact of different entry qualifications on academic performance and degree outcomes in higher education. It notes a trend where increasing numbers of students with vocational qualifications, such as BTEC, enter higher education but struggle to achieve top grades compared to those with academic qualifications such as A-levels. Using a mixed-methods approach, the quantitative phase, analyses UK undergraduate data comparing performance differences between A-level and non-A-level students, controlling for demographic variables by conducting a hierarchical linear regression. Preliminary findings indicate that from the outset, A-Level students consistently outperform non-A-level students, with the performance gap being widest in the first year but narrowing over time, although not closing entirely by graduation. The qualitative phase explores students' experiences at key academic transition points through interviews and utilising thematic analysis. Preliminary align with the quantitative results, revealing that A-Levels students report certain advantages, while BTEC students often feel they must 'catch-up', perceiving their peers as having an easier time due to A-Level content familiarity, and seeing peers having an easier time because course content is based on things covered at A-Level. The results underscore the challenges students with diverse entry qualifications and backgrounds encounter, which can impact their engagement and advancement through university. The study recommends having an intervention prior to the start of the degree, with the intention of enhancing the non-A-Level students' academic preparedness to facilitate a smoother transition from post-16 to university.

13:35-14:00

84940 | *From Evaluating Writing Proficiency to Customized Instruction in University Education*
Cristian Alejandro Cortes Garcia, Universidad de los Andes, Colombia
Tatiana Cáceres Domínguez, Universidad de los Andes, Colombia

The Writing Center at Universidad de Los Andes in Colombia is a unit of the Academic Vice President's Office, comprised of an interdisciplinary team focused on enhancing communicative competence in academic settings through diverse pedagogical strategies. It emphasizes communication as a tool for disciplinary learning, which is crucial for educational and professional achievement. It currently offers five strategies to aid students: University Writing Courses, disciplinary courses with a writing focus, tutoring, and writing test development. Since 2013, the Writing Center at the University has been administering diagnostic tests to assess the entry-level writing skills of new students. Over the years, this test has been refined to reflect accurately the students' performance, requiring students to demonstrate their skills in realistic scenarios through performance assessment tasks. From 2018 to 2021, the Center focused on enhancing the training of reviewers and the support tools to improve the test's validity and reliability. Throughout the presentation, we will show a brief theoretical foundation on performance tests and their validity and reliability. Then, we will present the current structure of the test, and the support instruments designed by the center to reinforce the validity and reliability of these tests, as well as the evolution of these elements in our test. Finally, we will describe how the test achieved high validity and reliability, giving us adequate information and allowing the center to integrate its results with its other strategies for improving the individual processes of students in the University.

14:00-14:25

87861 | *Impacts of the University-Business Linking Process: The Case of the Locality 'El Valle', Ecuador*
Glicería Gómez, Universidad Politécnica Salesiana, Ecuador
Juan Pablo Vázquez, Universidad Politécnica Salesiana, Ecuador

The management of university education is based on three fundamental processes: teaching, research and university-society links. The latter, known as the third mission of universities, emerged in the mid-19th century as a result of the dynamics of research in developed countries and the need to relate to the environment in a new way, which not only involved training, but also the transfer of knowledge and technology to the socio-economic environment. The aim of this paper is to show the results obtained from the measurement of the impact of the intervention project carried out in the local community of 'El Valle', Ecuador, on the productive associations made up mainly of women who operate under the Popular and Solidarity Economy (EPS) approach. The project was led by professors from the Salesian Polytechnic University (UPS). Ecuador. The techniques applied included the evaluation of deliverables and surveys of those involved in the project, including members of the GAD (Decentralised Autonomous Government), teachers, community members and students. The results made it possible to evaluate the fulfilment of the proposed objectives and the main difficulties encountered in the process, highlighting the lack of continuity in local policies and strategies for the consolidation of networks between local actors that promote the development of the territory, as well as the need to improve the forms of monitoring and evaluation of projects from the university.

14:25-14:50

85605 | *Students as Producers and Researchers – An Exploration of Practice in Breadth Modules*
Uwe Matthias Richter, Anglia Ruskin University, United Kingdom
Mark Warnes, Anglia Ruskin University, United Kingdom

The paper discusses the research undertaken in 2023 as part of institutional undergraduate breadth modules (BM) at a UK Higher Education institution. These BMs are compulsory, online 15-credit modules in year 2 of undergraduate degrees. The core themes are interdisciplinarity, sustainability, and employability with a strong focus on active, collaborative pedagogies aiming to develop students as producers and researchers. The research investigated how students were engaged and experienced research, co-creation, and production as part of their learning. The research involved a student questionnaire which received 129 responses (5%) and focus groups with around half of the teaching staff. Findings included that two-thirds of students said that they had a choice of activities and assessments, including format and media. Most students were given opportunities to produce, research, or deliver something either individually and/or as a group. Students identified a whole range of collaborative activities and assessments, however, only half of the students felt these activities were useful to their degree and future employment. Teaching staff confirmed the collaborative activities and assessments students identified but indicated that most of these activities required high levels of scaffolding and guidance for students to achieve meaningful outcomes. Research skills varied widely depending on students' subject background. Critical thinking, creativity, problem-solving, and to some degree design thinking were all identified as employability skills, but their application varied from module to module. The findings will inform curriculum developments regarding when and how research skills and students as producers should be introduced into a programme curriculum.

13:10-14:50 | (B1) Sants

Friday Onsite Parallel Session 3

Cultural Studies

Session Chair: John Nguyet Erni

13:10-13:35

86584 | *Neo-Human: Communication, Culture and Disruption in the Digital Age*

Silvia Frota, University of Lisbon, Portugal

We live in times of profound disruption, marked by the rapid development of new technologies and their sweeping impacts on daily life. This paper explores the accelerated transformations in culture and communication, driven by technological advancements. Following McLuhan's assertion that new technologies create new ways of living and interacting, this study delves into the effects these developments have on society and communication. In the Humanities, technological advancements, particularly digitization and Big Data, have sparked a revolution, giving rise to the field of Digital Humanities. This new discipline has been gaining recognition for its innovative approach to studying the intersection of technology and human culture. Central to this paper is the concept of the "neo-human," as proposed by Santaella (2022, 2023), which reflects a new understanding of humanity in the age of social networks, algorithms, artificial intelligence, and Big Data. The analysis begins with a critical review on the concept of mediatization (Hjarvard, 2013) and deep mediatization (Hepp, 2020). It then explores the concept of neo-humanity, focusing on the externalization of memory and the emergence of new forms of cognition linked to technological innovations. Contemporary literature, specifically the works of Kazuo Ishiguro ("Klara and the Sun"), Patricia Portela ("Hifen"), and Joana Bértholo ("Ecologia"), is examined to uncover the risks and opportunities these transformations entail. This study employs a theoretical-methodological framework rooted in Cultural, Media, and Communication Studies, with a critical perspective informed by critical discourse studies, to provide a comprehensive analysis of the evolving human condition in the digital age.

13:35-14:00

86270 | *The Potential of Constructivism for Inclusive Chatbots for Public Services*

Zahra Hosseini, University of Helsinki, Finland

Aaro Tupasela, University of Helsinki, Finland

Despite innovative initiatives, digital gaps persist, necessitating optimal solutions for both customers and service providers, especially for multicultural societies. Grounded on the fundamental premise that every user of public services engages in ongoing digital literacy and cultural inclusion, this study advocates integrating constructivism learning theory and its principles into inclusive chatbot design for public services. Further, this paper proposes a paradigm shift in the role of chatbots, advocating for their evolution from mere autoresponders to mentors. Rather than merely retrieving information based on keywords, chatbots can proactively guide users through their digital journeys by employing findings from constructivism, a fundamental learning theory. Integrating constructivist principles in chatbot design improves users' digital literacy by actively engaging them in the learning process and ensures that the content and interactions are personalized, culturally sensitive, and flexible. A constructive learning environment enables AI-based chatbots to evolve and adapt through user interactions. This approach is fundamental to the development of inclusive chatbots that cater to the diverse needs of all users. In essence, this paper offers actionable insights for practitioners and policymakers alike, emphasizing the importance of collaboration across disciplines to meet the diverse needs of users.

14:00-14:25

87760 | *Toward a Health Commons in Hong Kong: A People-Based Approach to Sustainable Self-Health and Social Care*

John Nguyet Erni, The Education University of Hong Kong, China

In "post-pandemic" times, ordinary people's struggle with health issues through community engagement, has become a salient social fact. Active citizens are looking to link up ideas/resources to help with each other's wellbeing. Health information and discourses have exploded because of protracted anxiety arising from COVID-19, while internet sites have blossomed, claiming to provide helpful health information. In Hong Kong, vibrant discussions about health issues on- and offline, in the workplace, and among family/friends/social media acquaintances, have created a unique de facto public health culture that, while functioning alongside the medical establishments, often turn on community-derived resources. In this project, we adopt a critical medical-humanities theoretical approach to examine this sphere of "health discourses from below" as a "health commons" that is shaping HK residents' need for a pragmatic and equitable approach to wellbeing (physical, mental, community-oriented). A "health commons" refers to the social phenomenon of collective sharing of practical informational and experience-based resources for "good health," with the effect of raising health literacy through a nongovernmental form of "health security" for society. We first use computational methods to examine key popular digital platforms used by HongKongers in 2020-2024 to map the major discourse clusters about self-health and social care. Then, through focus groups, we probe the prevalent community discourses in real life, focusing on the elderly, women (mothers/housewives), and ethnic minorities. By understanding and evaluating the formation of the health commons, we can harness its positive contribution, manage its risks, and promote synergy with the government's public health policies.

14:25-14:50

86329 | *Why Don't They Put Dark Skinned Women? We Are Beautiful Too!": Feminine Beauty Discourses in Afrobeats Music Videos*

Simphiwe Rens, University of South Africa, South Africa

This paper deploys intersectional (post)feminist theory to advance an argument about the ways in which creative industries – specifically the transnationally popular Afrobeats music scene as part of a broader global creative industry – are implicated in the perpetuation of anti-inclusive, diversity-negating, visual discourses about Black (heterosexual) African women's beauty, and how this bears a psychosocial influence on young black women's self-fashioning pursuits and perceptions of self-identity as active consumers in the Global South and beyond. A multimodal textual analysis of Afrobeats music videos downloaded from YouTube, and their accompanying viewer comments is deployed to evaluate the representation of black African women with specific focus on notions of beauty and desirability. As such, a quantitative content analysis of a corpus of 25 Afrobeats music videos (accounting for 104 minutes of screen time) and an inductive qualitative content analysis of a corpus of 2,500 viewer YouTube comments, aids this paper in advancing its arguments. The paper critically interrogates the ways in which the visual culture captured in the analysed Afrobeats music videos perpetuates a prejudicial discourse that implicates Afrobeats audiences' perceptions about black women's beauty, sex appeal, and social capital in colourist frameworks.

Notes

[illegible]

15:05-16:45 | (1F) Barceloneta

Friday Onsite Parallel Session 4

AI in Education

Session Chair: Margaret Gomes

15:05-15:30

82259 | *Students' Reliance on AI-Based Tools in Written Expression Course: Challenges and Solutions*
Soumia Bekaddour, University of Mohamed Ben Ahmed Oran2, Algeria

In recent years, AI-based tools have changed our world massively; these tools opened up new possibilities in all sectors, and education is no exception. However, students' reliance on these tools such as ChatGPT has a negative implication. This paper examines the impact of AI-based tools on studying written expression course among first and second year students at the university of Mohamed Ben Ahmed Oran2, Oran, Algeria. The study also explores the challenges the teachers of written expression course face. Written expression course teaches students the essentials of written compositions. This research employed the mixed method approach to better answer the research questions. Both semi-structured interviews and a questionnaire were used to collect the data. Both teachers and students were under investigation. The interviews were conducted with three written expression course teachers; on the other hand, the questionnaire was addressed to 20 first and second year students. The paper delves into the causes of such excessive reliance as the lack of confidence, the quick easy access to these tools, the availability of information, lack of awareness. It also highlights the consequences of such increasing reliance such as the passive learning experience which will obstruct the development of critical thinking, diminish active engagement, and the cognitive processes that the students may go through in order to write good readable texts. This paper also proposes strategies to alleviate its negative impact, such as spreading awareness.

15:30-15:55

88021 | *Teaching Technical Content in Higher Education: A Comparative Analysis of Two Different Teaching Approaches*
Jarkko Ansamäki, South-Eastern Finland University of Applied Sciences, Finland
Nina Helander, South-Eastern Finland University of Applied Sciences, Finland
Päivi Hurri, South-Eastern Finland University of Applied Sciences, Finland
Atte Reijonen, South-Eastern Finland University of Applied Sciences, Finland

Due to fast technological development and digitalization, the higher education institutions need to organize teaching and processes innovatively. For example, teaching of demanding technical content can benefit from automation. Previous studies have suggested that automation can positively impact education by enhancing opportunities for both teachers and students, promoting autonomous learning, and improving the efficiency of the teaching process. However, earlier studies have also found that a large percentage of teachers are not ready to accept and adopt new technologies in their teaching for various reasons. In this paper, we aim to provide analysis of teaching technical content in automatized manner in higher education through a comparative case study. The case study includes Power BI teaching in two ways. The classical way includes learning materials, lecture videos and traditional assignment, and the automated way includes specific training videos and automated teaching through virtual exam that is asking about results. Through this case study answers will be provided to following research questions: 1) How does students' studying differ in the two comparable ways? and 2) Is automation possible in the light of the study results? The analyzed video watching data shows what kinds of student activities there are in these two course implementations, and further reveals a differing pattern of student activities between the classical and the automated course implementations. The analysis of the student grades shed light on how beneficial the automated course implementation is compared to classical teaching concerning the learning process and results.

15:55-16:20

87581 | *Implementing Artificial Intelligence (AI) in Education: Students' Perceptions of Using ChatGPT in the Learning Process*
Nato Pachuaashvili, International Black Sea University, Georgia

The advancement in Artificial Intelligence (AI) technologies has significantly dominated the field of education, leading to its active utilization in the learning process. ChatGPT referred to as OpenAI, has transformed the teaching processes and offered personalized learning experiences. It is thought to act as a personal tutor, providing customized and interactive activities for students. However, the latter also sparked controversy over its use as ChatGPT poses some challenges for educators. The present study aims to investigate university students' perceptions of using ChatGPT in their study processes. It looks into the affordances offered by ChatGPT and its implications on educational processes. The study was conducted with 100 university students at one of the private universities in Georgia. A questionnaire was disseminated online to collect the responses on students' attitudes towards using ChatGPT for learning purposes. The findings revealed that ChatGPT significantly impacts students' academic performance since it reduces time and provides personalized feedback. ChatGPT was also revealed to make information more accessible. The participants also reported that ChatGPT promotes independent learning and provides instant assistance. The research also revealed some barriers, such as difficulties in processing information and reliability of sources. Overall, the participants had favourable opinions of using ChatGPT in their learning processes. The research findings also helped to draw on practical considerations for implementing ChatGPT in educational processes.

16:20-16:45

87942 | *Navigating AI in Higher Education: Student Perspectives and Integration Strategies*
Margaret Gomes, University of Aveiro, Portugal

Artificial Intelligence (AI) has had an undeniable impact on daily life and affected higher education, revolutionising teaching, learning and thinking processes. However, many teachers are concerned about how AI will impact their work, both inside and outside the classroom, and how learning will change as a result of advances in technology and IT. An additional concern is how learner potential can be maximised in an environment where AI is in constant development, requiring teachers to rethink teaching, testing and evaluation approaches to ensure that learning outcomes are met. This paper provides the results of a questionnaire carried out with 21 higher education students on how AI was used in the tasks they had to carry out for a subject on the master's degree in Languages and Business Relations at the University of Aveiro in Portugal. The study demonstrates that 86% of students use AI, in most cases ChatGPT, and a similar percentage state that the texts produced require some form of human input before being handed in. Students' opinions show that the use of AI is mostly perceived as positive and as a tool which can aid the learning process. These results will then be used in the development of a master's subject in the area of intercultural relations, with a focus on how AI can enhance learning, increase autonomy and develop critical thinking.

15:05-16:45 | (1F) Mar Bella

Friday Onsite Parallel Session 4

Learning Experiences & Strategies

Session Chair: Andreia Sousa

15:05-15:30

84620 | *Experiencing Group Development and Its Impacts Among Tertiary Students: A Qualitative Inquiry*
Melfi Caranto, Jose Rizal University, Philippines
Amor Mia Arandia, Jose Rizal University, Philippines

Tertiary students are often exposed to group academic activities to learn critically important skills that contribute to student's success. While navigating groups and working towards group goals, these students also learn valuable lessons and insights that lead to the development of 21st-century skills like communication, collaboration, social skills, critical thinking skills, innovativeness, and social responsibility which are crucial to be learned as part of their preparation for work. This study aimed to explore students' experiences and learnings in group development and achieving group success. Using Thematic Analysis, with (n = 100) college students, the researchers used Content Analysis by thematized reflection essays of students to understand their experiences during a Group Dynamics class while accomplishing a group project. The study underwent 3 cycles of coding and was categorized based on themes. Findings show that students have attained individual and group learning as they navigate group activities. In addition, some of the student's experiences and knowledge are manifestations of the theory of Tuckman's stages of team development while other findings appear to be novel for their context. Implications of this study can help students at the tertiary level navigate working with teams and attain group success. Professors can also consider activities that help students develop critical skills to prepare them both as individuals and as group members.

15:30-15:55

83322 | *Investigating the Impact of Community-Based Learning (CBL) in Computer Science Education*
Fisik Sean Buakanok, Lampang Rajabhat University, Thailand
Pongwat Fongkanta, Lampang Rajabhat University, Thailand

Community-based learning (CBL) is lauded for fostering academic and personal development, but existing research primarily utilizes qualitative methods. This study addresses this gap by quantitatively assessing the impact of CBL on computer science students across various domains. Employing a survey with a 10-point Likert scale, we analyze student perceptions of CBL's influence on academics, critical thinking, communication, interpersonal skills, global citizenship, and personal growth. Based on sample of 100 computer science students from different year levels in the Bachelor of Science in Computer Science program at Lampang Rajabhat University. Participants were selected through random sampling to ensure a representative group. Our findings indicate that CBL effectively contributes to the development of diverse skills and knowledge. Students reported that their participation in CBL projects led to an average increase of 0.7 points on their grade point average (GPA) and a statistically significant improvement in their critical thinking skills. Additionally, we examine potential variations in student perceptions based on age, gender, and year-in-school. CBL programs can provide computer science students with valuable real-world experience that is often not available in a traditional classroom setting. CBL programs can also help students to develop their communication and interpersonal skills, as they work with people from different backgrounds. In addition, can help students to develop a sense of global citizenship, as they learn about the challenges facing communities around the world. Overall, CBL is a valuable pedagogical tool that can be used to supplement traditional computer science education. CBL programs can help students.

15:55-16:20

86278 | *Collaboration, Situated Learning, and Citizenship: The Importance of Communities of Practice in a Technical Baking Course*
Fernanda Oliveira, Instituto Federal do Rio Grande do Sul, Brazil
Rafaela Drey, Instituto Federal do Rio Grande do Sul, Brazil

Situated Learning Theory considers learning to be socially constructed and grounded in concrete situations, viewing knowledge not as primarily abstract and symbolic but as provisional, mediated, and socially constructed, with intersubjective meanings attributed to shared practices. This study aimed to understand, in light of the aforementioned approach, the construction of collaboration as a driver of the learning process in a group of students from a technical Baking course, conceived as a community of practice, at a technical and technological education institution in southern Brazil. Data were collected through non-participant observation over a period of four months in 2024, during practical workshops linked to activities that integrate the educational institution with the external community (extension projects). Additionally, semi-structured interviews were conducted with the participating students after the workshops. Based on the collected data, it was possible to identify, to varying degrees, several elements inherent to the genesis of communities of practice presented by the selected theory, such as environment/context, leadership, connectivity, and formal/informal learning. It is worth noting that the participation of these students in the workshops, in addition to consolidating technical knowledge, also enhanced their understanding of the tacit values inherent in food production and their commitment to citizenship, promoting more effective engagement in their professional practices through a more humanized education.

16:20-16:45

84944 | *Simulation-Based Learning: Integrating ERP Systems in Business Education at Coimbra Business School*
Andreia Sousa, Polytechnic University of Coimbra, Portugal
Rosa Nunes, Polytechnic University of Coimbra, Portugal

Simulation-based learning (SBL), assisted by computer programs, has gained prominence in various scientific fields as an effective methodology for training qualified professionals to develop their future activities in this context. This approach was also adopted by Coimbra Business School, which a few years ago decided to introduce this teaching method into one of its business science courses. This experience has led to the creation of this article, which aims to present and discuss this active teaching method in the context of using an Enterprise Resource Planning (ERP) system called PHC Business Software. The methodology used in this study is descriptive and exploratory, aiming to provide a detailed account of the teaching method employed at Coimbra Business School and to discuss its advantages for teaching business sciences (accounting, taxation, management, etc.). The study is based on information gathered through questionnaires from students who attended the course three years ago and are now practicing professionals in the job market. The results indicate that the use of simulations with ERP not only increased student engagement and motivation but also significantly improved their ability to apply theoretical knowledge in practical situations. These results suggest that integrating simulations into ERP teaching is an effective approach for training professionals who are better prepared for the challenges of the current job market.

15:05-16:45 | (1F) Nova Icaria

Friday Onsite Parallel Session 4

Digital Humanities

Session Chair: Barbara Orzel

15:05-15:30

87898 | *The Bodylessness of Digital Leadership: Exploring the Impact of Visual and Digital Interfaces on Human Connection and Organizational Dynamics*

Ebba Heselius, Stockholm Business School, Sweden

In the wake of digital transformation, the traditional corporate handshake has been replaced by glowing screens, digital avatars, and emojis. This study delves into the experiences of business leaders as they navigate the new realities of digital meetings, where physical presence and direct human interaction are mediated by technology. The "bodylessness" of digital interactions, as explored by Ihde, significantly impacts our ability to sense, feel, and share emotions with each other—an intuitive process that naturally occurs in physical spaces. Drawing on phenomenological philosophy, particularly the works of Ihde, Buber, and Levinas, the research explores how digital interfaces alter our embodied interactions and reshape leadership dynamics. By interviewing fifty Swedish business leaders, this study uncovers how digitalization affects their daily work, focusing on the diminished 'undervegetation'—the rich, informal interactions that thrive in physical spaces but are impoverished in digital ones. The interviews tell a story of how the loss of spontaneous, non-verbal communication in digital settings creates a sterile environment that challenges the authenticity and emotional connection essential for effective leadership. This research contributes to Visual Culture by highlighting the subtle yet profound ways that visual and digital mediums transform our relationships with others and the world, ultimately impacting organizational life and leadership. It calls for a deeper understanding of the existential, emotional, and relational implications of meeting through screens, emphasizing the need to preserve the human element in increasingly digitised work environments.

15:30-15:55

86726 | *The Meaning Making of Digital Multimodal Texts by Languages Undergraduate Students*

Carlos Eduardo de Araujo Placido, Federal University of Mato Grosso do Sul, Brazil

The reading of digital multimodal texts (KRESS, 2003, 2009, 2010) has become increasingly common in English as a second language (ESL) classroom. Although its reading has become a customary practice between ESL teachers and students, its production is still incipient. Based on the preliminary data of this research, all the ESL undergraduate students interviewed from the University of São Paulo (USP), claimed they did not compose digital multimodal texts on a regular basis, and 85% also stated they did not know how to create digital multimodal texts. For these reasons, the main objective of this research was to investigate the existing relationships between these ESL undergraduate students' cultural knowledge of digital multimodal texts (here exemplified as fanfictions) and the current theory of multimodality promulgated especially by Kress & van Leeuwen (2001, 2002, 2006). Furthermore, we also analyzed the effectiveness of using digital multimodal texts in an extracurricular course entitled Fanfictional Creative Writing in English, which took place in the same university. The pedagogical framework of this course was the sociocultural theory by Vygotsky (1989, 2003, 2007), Lantolf & Poehner (2014) and John-Steiner (2015). The results of this research indicated that participating ESL undergraduate students could not differentiate digital multimodal texts from non-digital multimodal texts. In addition, they also exhibited great difficulties in producing digital multimodal texts without the direct help of a more experienced partner Vygotsky (2007) and assessing their own texts as well. However, they showed considerable development by attempting to incorporate the theory of digital multimodal texts.

15:55-16:20

80080 | *Integrating Practice-Based Research with Generative AI in Sociocultural Semiotics: Insights from Theorists*

Noor Hasbi Yusoff, University of Wollongong in Dubai, United Arab Emirates

This paper explores the intersection of practice-based research and generative AI within sociocultural semiotics, drawing from the theoretical foundations laid by scholars like Lev Vygotsky and Mikhail Bakhtin. It aims to demonstrate how integrating traditional semiotic theory with modern AI approaches, as suggested by AI theorists Marvin Minsky and Stuart Russell, enriches the understanding of cultural and social semiotics. The introduction sets the stage for combining Vygotsky and Bakhtin's semiotic theories with generative AI concepts. The paper argues for a holistic approach that marries traditional semiotic analysis with AI-driven techniques, emphasizing the significance of practice-based research in this interdisciplinary field. In discussing sociocultural semiotics, the paper delves into its theoretical framework, highlighting how Vygotsky and Bakhtin's ideas provide a robust basis for integrating practice-based methods with AI analysis. The focus then shifts to how practice-based approaches, such as digital ethnography, can be enhanced by generative AI to explore semiotics in contemporary contexts. The paper presents case studies demonstrating the practical applications of this integrated approach. These examples showcase the potential of combining historical semiotic theories with modern AI innovations for a deeper understanding of cultural semiotics. In conclusion, the paper advocates for the fusion of practice-based research with generative AI in sociocultural semiotics. It emphasizes the value of blending the theoretical insights of Vygotsky and Bakhtin with the practical advancements of AI visionaries like Minsky and Russell, thus enriching the field and opening new avenues in the study of signs and meanings within cultural practices.

16:20-16:45

88012 | *"Artificial Creativity" in the Context of "the Jagged Technological Frontier"*

Barbara Orzel, University of Silesia in Katowice, Poland

In the paper I will attempt to revise the concept of the Jagged Technological Frontier proposed by a team of scientists from Harvard, MIT, and the Boston Consulting Group, and consider the "creativity" of artificial intelligence. I am planning to review the literature on both creativity studies and its manifestations in the case of artificial intelligence (computational creativity). I will largely refer my analysis to the concept of "jagged technological frontier", trying to answer the following research questions: - How is creativity perceived and defined in contemporary culture dominated by technology? - By what principles artificial intelligence can be creative? - Would "creative" artificial intelligence replace one day the artists, writers, inventors and scientists?

In the first part of my presentation, I will analyse the potential of AI in terms of "artificial" creativity. The next section will be devoted to discuss the concept explored by the team led by Fabrizio Dell'Acqua (artificial intelligence could perform certain tasks well enough to help employees, and in some cases, do most of the work itself. Such tasks include data analysis, generating new ideas, and writing notes. However, outside this territory, AI has proven to be not only inaccurate and less helpful, which has contributed to the deterioration of human performance). In conclusions, I will try to focus on the titular problem of "artificial creativity" in the context of AI's imperfections and on the problem of copyright protection.

15:05-16:45 | (1F) Sant Sebastià

Friday Onsite Parallel Session 4

Curriculum Design & Development

Session Chair: Greta Persico

15:05-15:30

84872 | *Integrating Play-Based Pedagogy Into a Chinese Kindergarten's Curriculum for Emotional Development*
Qiming Liu, University of Cambridge, United Kingdom

China's Ministry of Education (MOE, 2021) expects all kindergartens to use play-based learning, although issues with its practical implementation exist (Wang & Mao, 1996; Bai, 2005). Confucian values place the child in opposition to play, and teachers favour a strict knowledge-orientated curriculum and pedagogical approach (Bai, 2005; Huang & Qing, 2006; MOE, 2012). To overcome these issues, this study sought to discover if play can be used in a traditionally test-centric education system. Children's emotions were selected as the curriculum's main skill objective since this is essential for healthy socio-emotional functioning, particularly in such group-orientated societies as China (Bryant, 1987; Gao, 1998; Demetriou, 2018). Drawing on cultural-historical theory to create specific play content that corresponds to a child's social and cultural activities, this study created play-based learning activities for 40 children in a Chinese kindergarten (Vygotsky, 1987; McLachlan et al., 2018). By merging the government prescribed five key learning areas with a play-based curriculum, each discrete lesson included play activities that revolved around a selected emotion. An oral assessment was employed to monitor the impact on the children, comparing findings from both an overall and gender perspective. The study concludes that as opposed to the teacher-led approach, the play-based approach improved children's understanding of an abstract feeling (anger). However, issues remain with children's application of empathy, including how they display their emotional behaviour. Some teachers remain unsure about how to implement play, continuing to opt for local government-prescribed textbooks to support teaching, learning and assessment.

15:30-15:55

87706 | *Literacy In-the-Round: Building Literacy Skills on Stage*
Harrison Campbell, St. Mary's University, Canada

As a former secondary English Language Arts teacher, I have spent a great deal of time reflecting upon the teaching and learning of literacy. Through this reflection, I have come to see literacy as a complex web of liveliness, affect, fluidity, and emergence (Burnett & Merchant, 2020, p. 45). During my research, I applied a post-humanist approach to case study methodology to better understand the following question: In what ways can drama be integrated into a secondary ELA classroom to develop literacy practices by moving learning from the page to the stage? My research demonstrated that drama can be utilized to help students engage in meaningful instances of embodiment and relationality while also developing their identity and creativity (Cowan & Albers, 2006; Daniels & Downes, 2014). The use of drama helped the students to see literacy as event during class performances through various means of communication such as body language (i.e., movement, gaze, gesture, and posture). Students created masks, scripts, and performances to understand and embody the characters in *Othello*. Excitingly, exploring literacy through drama proved to be a way of learning that builds student agency and has the potential to reinvigorate the ways we engage with literacy learning (Galgut et al., 2017). I want to use this presentation to share how drama builds student capacities as text decoders, users, participants, and analysts (Albers & Sanders, 2010). I also hope to share stories from my research participants and show how drama can have a home in all classrooms and curricula.

15:55-16:20

80127 | *Improving Measurement Efficiency of an Early Education Quality Monitoring Tool for Majority World Countries*
Marta Dormal, Harvard University, United States
Abbie Raikes, University of Nebraska, United States
Dana McCoy, Harvard University, United States

New measures are being developed for quality monitoring of early care and education (ECE) programs in Majority World countries. However, limited psychometric work has identified items most indicative of quality or optimized the content of these tools. Therefore, the goal of this study was to showcase the empirical steps needed to streamline ECE quality monitoring measures and create more efficient, yet psychometrically-robust, versions of these tools for Majority World countries. We used data on the Measuring Early Learning Environments (MELE) instrument that was administered to 250 ECE programs in one anonymous Sub-Saharan country. Findings from Item Response Theory techniques pointed to several items that should be retained for shorter versions of the MELE. Together with findings from correlational analyses with teacher/classroom characteristics and child outcomes, these results also showed that shorter versions of the MELE retained similar amounts of information on ECE quality and precision relative to the original instrument. Collectively, these results showed that it is possible to improve the MELE's measurement efficiency by retaining a subset of highly informative items that maintain the original instrument's psychometric adequacy. We recommend researchers and practitioners interested in optimizing similar tools for monitoring in their context to follow these empirical steps.

16:20-16:45

86477 | *Challenging the Adult Centricity in Learning on Biodiversity: Giving Children a Voice Through a Naturalistic Explorations Toolkit*
Greta Persico, University of Milan-Bicocca, Italy
Letizia Luini, University of Milan-Bicocca, Italy
Monica Guerra, University of Milan-Bicocca, Italy
Francesca Rota, University of Milan-Bicocca, Italy

Literature on biodiversity education shows that children are less involved in research compared to secondary students, as biodiversity seems to be an area in which they cannot significantly contribute. When involved, it is about didactical rather than exploratory experiences. Children should be involved in asking/answering questions meaningful to them and should be allowed to attribute personal meanings to experiences (Samuelsson, Park, 2017). If adults become learning facilitators and co-researchers, they allow children to freely explore (Kernan, 2014), exercise their agency and express their voices, being decision-makers and transformative learners. Results from a research implemented by an interdisciplinary team of educational scientists and biologist from the University of Milano-Bicocca and National Biodiversity Future Centre – Italy is here presented. The process of designing and implementing the Biodiversity Education and Awareness Toolkit (B.E.A.T.), based on naturalistic exploration is described here. Exploration (Guerra, 2023) is meant as a methodology that gives children the opportunity to take the lead and challenges a specialised notion of biodiversity. Proposals and tools for observation, collection, cataloguing and documentation were tested in the open-air site Vivaio Bicocca, with children aged 3-11. We observed that explorations enable children to play an active role in the hypotheses formulation and knowledge construction, starting with questions meaningful to them. Children act as primary agents, as they are encouraged to autonomously solve problems and shape experiences by negotiating meanings with the context. Children's naturalistic inquiry seems to reposition them as learning experiences experts, no longer subordinate to adults, valuing their perspectives.

15:05-16:45 | (B1) Eixample

Friday Onsite Parallel Session 4

Teaching Experiences in Childhood Education

Session Chair: Lucy Sibanda

15:05-15:30

87712 | *Language Shapes Manners: A Model of Early Childhood SEL Development*

Lienchun Lin, National Chen-chi University, Taiwan

Min-ning Yu, National Chen-chi University, Taiwan

Jie-wen Tsai, National Chen-chi University, Taiwan

Ya-han Hsu, National Chen-chi University, Taiwan

Introduction: This study examines the evolving relationships between cognitive abilities, language skills, physical development, and social-emotional learning (SEL) in preschool children, focusing on language's role in facilitating social interactions and self-expression.

Method: Using the Taiwan KIT database, structural equation modeling analyzed data from 1,985 children at ages three and five. Two models were tested, incorporating measures of cognitive ability, language skills, physical development, and SEL. **Results:** Both models showed good fit, with the five-year-old model slightly outperforming (CFI=0.975, TLI=0.958, RMSEA=0.073). In three-year-olds, language skills strongly predicted SEL ($\beta=97.203, <0.001$), while cognitive abilities showed a negative direct association ($\beta=-16.182, <0.001$). The model suggested language skills potentially mediate the cognitive abilities-SEL relationship. For five-year-olds, language skills remained a significant SEL predictor ($\beta=17.833, <0.05$), while cognitive and physical abilities showed non-significant direct associations. **Discussion:** Findings highlight language's crucial role in early childhood social-emotional development. At three, children learn social-emotional skills through a comprehensive approach involving cognitive, physical, and linguistic aspects. By five, language emerges as the primary factor in SEL development. This shift suggests language becomes key for sophisticated social interactions and self-regulation as children mature. The study underscores the importance of language-rich environments and targeted interventions in early childhood education. Future research should explore mechanisms underlying this developmental shift through longitudinal and cross-cultural studies.

15:30-15:55

87620 | *The Study of the Influence of Arts and Crafts on English Language Acquisition: Primary School Teachers' Perspectives*

Gwanza Basilashvili, University of Augsburg, Germany

Currently, many experts in the educational field are seeking innovative methods to make language acquisition more productive and enjoyable. Traditional rote memorization of vocabulary and dialogues is set aside. Instead, activities such as extensive reading, listening to music, and watching movies have demonstrated positive effects on the language acquisition process, simultaneously boosting learners' interest. Many schools have started incorporating the above-mentioned activities in addition to arts and crafts into their lesson plans. The present paper aims to explore the connection between utilizing arts and crafts and improving language proficiency. Specifically, it examines how primary school teachers use arts and crafts in their English classrooms to enhance students' language skills. To achieve this, an online questionnaire was distributed to English language teachers in primary schools. The quantitative study sample consisted of 45 teachers from Georgia, Hungary, and Germany. The objective of this study was to examine how incorporating arts and crafts in lessons aids in the enrichment of vocabulary and the development of grammar. Moreover, it was interesting to find out whether it has an influence on the development of listening, speaking, reading, and writing skills. Analysis of the responses revealed that the majority of teachers integrate arts and crafts into language learning. They reported that students found the learning process both interesting and enjoyable. Furthermore, the questionnaire results indicated that most teachers believe their students' language skills improve when they engage in arts and crafts activities.

15:55-16:20

85778 | *Examining Student Agency in a Preschool Education Class within the Framework of Hegemony*

Busra Vural Senel, Çukurova University, Turkey

Mustafa Yasar, Çukurova University, Turkey

Student agency is one of the current education issues included in the OECD The Future of Education and Skills Report (OECD, 2019). Furthermore, National Preschool Education Program of Türkiye, which was updated by the Ministry of National Education (MoNE) in 2024, points to the active student in the preschool education class. The aim of the research is to describe the practices of student agency in the preschool classroom, explain the possibilities and limitations of student agency within the activity system of the preschool education classroom and analyze the hegemonic discourses on student agency constructed in the preschool classroom. In this research, agency is defined from Transformative Activist Stance (TAS); as active, purposeful engagement of children in shaping their own learning and development through social, goal-directed, and transformative interactions (Stetsenko, 2019). In line with this agency definition, the framework of the research is provided by CHAT (Cultural Historical Activity Theory). Also, hegemony is defined by Laclau and Mouffe's explanations of the hegemony. In the research, a case study design, one of the qualitative research methods, was adopted in order to deeply examine the activity system of a typical public preschool classroom, in southeastern of Türkiye (Şanlıurfa). Data is obtained through observation, interviews and documents. The analysis of the data will be reported between September to December 2024 by adopting content analysis and discourse analysis of Laclau and Mouffe. This research has the potential to develop important insights into how preschool children can be empowered in their learning processes, while also shedding light on the socio-cultural factors that shape student agency in this particular culture. Preliminary findings of research will be presented at the conference.

16:20-16:45

84805 | *Reflecting on the 4 Stages of the GRR Model in Learners' Activities: A Case of the 2024 Grade 4 Workbook*

Lucy Sibanda, Sol Plaatje University, South Africa

This study investigates the application of the Gradual Release of Responsibility (GRR) model in Grade 4 First Additional Language education in South Africa, with a focus on the 2024 workbook. The GRR model, grounded in socio-cultural theories of learning, particularly Vygotsky's Zone of Proximal Development (ZPD), emphasizes scaffolding to help learners transition from dependence to independence. Vygotsky's ZPD underscores the importance of social interaction and guided learning, which aligns with the GRR's structured approach of moving from teacher-led instruction to student autonomy. Content analysis was conducted on the workbook's activities, categorized as Let's Talk (A), Let's Read (B), Let's Write (C), Let's Do (D), Let's Role Play (E), and Let's Race (F). The study aimed to assess the presence and sequence of the GRR stages—modelling, guided practice, collaborative learning, and independent practice—within these activities. Results indicated a disproportionate representation of the GRR stages, with an overemphasis on independent tasks and an under-representation of modelling and guided/collaborative stages. This imbalance suggests insufficient scaffolding, which is crucial for effective learning progression as per Vygotsky's ZPD. Additionally, higher-order activities often preceded lower-order ones, further disrupting the intended instructional sequence. The findings highlight the need for workbook developers to integrate the GRR model more consistently and deliberately to ensure proper scaffolding and support for learners' cognitive and metacognitive development. By doing so, educational materials can better facilitate the gradual release of responsibility, fostering greater student independence and improving literacy outcomes.

15:05-16:45 | (B1) Gothic

Friday Onsite Parallel Session 4

Inclusive & Equitable Education

Session Chair: Jose Henrique Fernandez

15:05-15:30

85666 | *"Those are for Whites": Student's Perceptions Towards Museums as Tools for/of Teaching History and Heritage*
Lesiba Tumishang Ledwaba, North West University, South Africa

The remark, "Those are for whites, not for us, sir. You must take us to Soweto", was vehemently conveyed by a first-year History and Heritage University student to express their dissatisfaction with the selection of 'certain museums' for their excursion or in the preferred expression 'school trip'. Enticed by the benevolence of comradeship and the banalities of racial indifferences typical in a racially divided South Africa, the remark was met with enthusiasm and objection towards visiting 'white museums, monuments, and places of heritage significance'. From an observant's perspective, their disregard for these museums stemmed from the poignant names of the monuments and museums; when asked if they had prior knowledge of the museums through visits or web searches, most students leaned towards a lack of understanding of them. This paper interrogates the veracity of 'school trips' in shaping students' preconceptions and experiences of museums and monuments as learning tools. The paper is cognizant of the interconnectedness of multiple dynamics in influencing students' perceptions, such as the bus trip, road conditions, the educator, ablution facilities, interactions amongst students, food, and beverages, among other possibilities. This paper, similarly to the Pedagogy of the Oppressed, interrogates a selection of museums as 'conducive spaces' of educational value for the oppressed and marginalised to deliberate on their economic and political alienation outside university structures and in spaces where oppression or narratives of subjugation are perceived to be perpetuated through representations of the 'other'. Fundamentally, can these spaces assist in decolonising heritage and history studies?

15:30-15:55

87851 | *From Barriers to Bridges: The Role Community-Based Preparatory Institutions as Pathways to Higher Education*
Priya Singh, Indian Institute for Human Settlements, India
Vikas John, Indian Institute for Human Settlements, India

Educational participation is shaped by social factors, impacting access and mobility (Chanana,1993; Filmer et.al.,1998; Hasan & Mehta,2006). There have been multiple interventions to address this including enabling easier access and providing added support within institutions, among others. This paper in particular looks at how identity and community-based preparatory institutions support higher education access for students marginalised along class and caste lines. Preparatory institutions broadly have been overlooked (Stevenson & Baker,1992; Bray,1999) despite being part of India's higher education sector, and further they can also worsen social inequalities by serving only those who can afford them (Majumdar,2014). However, some of these institutions have enabled access for students with fewer resources and from marginalised groups, by leveraging their community and identity ties. The study aims to examine how such select preparatory spaces shape its students' experiences, and everyday emergent practices, and how such practice intersects with identity negotiations. In our paper, we will highlight some interesting patterns that emerged and the preliminary insights we are working with. They include: 1) The interplay of formality and informality within preparatory centres. 2) How stakeholders' everyday practice shapes their understanding of margins and marginalities. 3) And how the thread paying back to society underlies all strategic intent and emergent practices. These emerging patterns lead us to think about preparatory spaces as an integral part of the learning trajectories of marginalised students - not only supporting the understanding of subject areas but also supporting the intangible parts of educational trajectories like the sense of belonging, campus climate and the claim to spaces.

15:55-16:20

84955 | *Students' Perspectives on Dignity and Inclusion in Higher Education: A Concept Mapping Study*
Hilda Du Plooy, University of Verona, Italy
Riccardo Sartori, University of Verona, Italy
Francesco Tommasi, University of Verona, Italy

Recently, there has been an increase in interest by Higher Education Institutions (HEIs) in undertaking transformational shifts to incorporate principles of equity, inclusion, diversity and accessibility (EIDA) to build stronger student communities. Although this endeavour is welcomed, there is still a need to understand how students experience such initiatives and, specifically, their perspective on dignity and inclusion in HEI. The study aims to center students' lived experiences from a structural level by using the concept mapping study on dignity and inclusion. Concept mapping is a mixed-method participatory approach to mobilize narratives of communities. Results of the concept mapping study show that students' perspective on dignity and inclusion involves a student-centered vision which stands at the core of a circuit including basic dignity elements (e.g., respect for human rights), relational aspects (e.g., quality of relation with professors), systemic practices (e.g., lessons organizing) and enhancement of students' experiences. While these results offer a first map of the elements characterizing the experience of dignity and inclusion in HEI, they also inform about possible research perspectives and actionable practices. For example, the cluster maps can be used to develop an index of EIDA of HEIs, which can be used both for research purposes but also to identify possible opportunities for organizational interventions. In the broader context, overcoming barriers to dignity-affirming and inclusive practices within the higher educational milieu will solidify a better society for all and equip students on their path to becoming global citizens.

16:20-16:45

83975 | *Space Caravan Project: Playful Aerospace Education Reaching the Inlands of Brazil*
José Henrique Fernandez, Universidade Federal do Rio Grande do Norte, Brazil
Anderson Guimarães Guedes, Universidade Federal do Rio Grande do Norte, Brazil
Diego da Silva Pereira, Instituto Federal do Rio Grande do Norte, Brazil

The Space Caravan Project is an university extension program carried out by UFRN promoting actions to popularize Astronomy and Space Exploration, stimulating scientific curiosity and critical thinking through to "space missions" to the Northeastern region of Brazil. The so called "space missions" are caravans with professors and scholarship's undergraduate students to cities with poor or none infrastructure to Astronomy and Astronautics studies, such as, observatories or good telescopes, physics/chemistry labs, replica of rockets, drones or rovers. The well-trained team carries out activities such as interactive lectures (about the Brazilian Space Program), scientific experiments trails, mobile planetarium exhibits, hands-on workshops (e. g., PET bottle rockets construction and launch), a question and answer's game about astronomy and astronautics called Space Race Quiz and nights of astronomical observation ("listening to stars"). Before the start of each mission, a questionnaire with basic questions is given to the public present. The impact of our visit is then evaluated by the feedback obtained through our social media (own website and Instagram) and, in the long term, through indicators such as an increase in demand for higher education courses in the areas of exact sciences. The project also makes patches for each mission and distributes them to the public as stickers. The patches incorporate elements of the visited city mixed with the aerospace theme, bringing the community's belonging to this sector that is so important to the complete development of the country. As Paulo Freire said, bringing knowledge to the student's environment creates links that favor learning.

15:05-16:45 | (B1) Gràcia

Friday Onsite Parallel Session 4

Bi/Multilingual Learning

Session Chair: Garima Rajan

15:05-15:30

84864 | *Second Language Learning in a Multilingual Environment: Displaced Ukrainian Primary School Students' Experiences of Learning German in Switzerland*

Olena Abramicheva, University of Teacher Education Zug, Switzerland

Drawing on international pedagogical discourse on the inclusion of ethnically diverse refugee groups in the educational systems of OECD countries (Cerna, 2019) as well as our previous research on the Ukrainian refugee perspectives on primary school in German-speaking Switzerland, the author examines experiences of learning German as a second language by displaced Ukrainian children in Swiss primary schools. The two-year research allowed for the exploration of dynamics of German language acquisition by displaced children in conditions of full immersion in the target language environment and the identification of factors influencing their second language learning and performance. The longitudinal study was carried out within the framework of a qualitative methodology (Cohen, 2007) with data collection through semi-structured interviews, narrative inquiry (Gass, 2020), and participant observations as research tools. Data analysis revealed that the effects of the second language learning context are the strongest compared to other learner-external factors and vary within the research period. Placed in regular Swiss classes to ensure their non-segregated mainstream education in the host country, displaced children are exposed to two languages at school – Standard German (the official language of school) and the Swiss dialect, which is spoken by the local Swiss population in German-speaking Switzerland and, correspondingly, by the local school community. Though perceived in the early stages of inclusion as a major hindrance to meaningful learning and communication with peers, over time, the bilingual school setting has proven to be a path to displaced learners' sociolinguistic competence and integration in the local school.

15:30-15:55

87573 | *Culture Connect: Maximizing Benefits Through Tandem Learning Programmes*

Kyriaki Koukouraki, King's College London, United Kingdom

Hongfen Zhou, King's College London, United Kingdom

This presentation explores the impact of a tandem language exchange program (Calvert, 1992 & 1999) developed through interdepartmental collaboration at a UK higher education institution. The rationale behind creating such an extra-curricular programme was the creation of an authentic and meaningful contexts where students become the true centre of teaching and learning, further develop their autonomy (Little, 2007) and at the same time reap benefits that span across linguistic, cultural, social, and cognitive domains, contributing to a holistic learning experience. The specific tandem programme paired a total of 60 international and home students to practice the language combinations: Chinese/English, Korean/English, and Japanese/English for one academic year. Although the majority of the programme was based on the language pairs practising their languages once a week, there were also four in-person plenary sessions organised by the programme leads with workshops and fun competitions. To assess the programme's effectiveness, data was gathered through pre- and post-programme surveys. Findings indicate that the programme significantly enhanced participants' sociolinguistic and pragmatic competence (Council of Europe, 2001), cultural understanding, mutual appreciation, and language proficiency, while fostering their intercultural competence (Deardorff, 2009) and their commitment to racial and ethnic equality. The presentation will discuss best practices, lessons learned, and strategies for implementing similar programs to enrich the inclusive learning environment in higher education.

15:55-16:20

83548 | *Language Retention and Identity Dynamics: Assessing First Language Attrition in Bilingual Adolescents*

Rena Alasgarova, Charles University, Czech Republic

Building on foundational research in language attrition, this study investigated the impact of second language acquisition on first language retention among 250 high school students in Azerbaijan. Employing the Language Dominance Framework and Social Identity Theory, this qualitative research utilized thematic analysis of focus group interviews to develop a theory on the significant influence of the perceived value of the mother tongue on first language attrition. The findings illustrated that as the second language becomes increasingly dominant across various social and educational contexts, there is a corresponding decrease in the use of the first language, indicating a shift in linguistic preference and identity. This study enriches the existing literature by highlighting how sociolinguistic factors, particularly the perceived utility and prestige of languages within a community, critically shape language use and retention. The discussion focuses on the implications of these findings for language policy and educational strategies, aiming to explore the following topics: • The role of language prestige and utility in linguistic identity formation. • Strategies for educational policymakers to support linguistic diversity and prevent language attrition. • Challenges in generalizing findings from specific demographics to broader populations. Limitations of this research include its reliance on self-reported data and the focus on a specific demographic, which may affect generalizability. Despite these limitations, the study provides actionable insights for designing interventions to support linguistic diversity and is significant for informing language planning in multilingual settings.

16:20-16:45

84494 | *Does Knowing Multiple Languages Impact One's Higher Cognitive Abilities? A Comparative Study Amongst Quadrilingual, Trilingual and Bilingual Indian College Students*

Garima Rajan, FLAME University, India

Nyanada Patil, FLAME University, India

Past research has found inconclusive results pertaining to the relationship between linguistic ability and executive functioning. Although the benefits of multilingualism is well known, the degree of impact of linguistic ability on executive functioning is still not clearly known. Additionally, a lack of research in the Indian context was the driving force for the current study. This study aimed to help fill the gaps in the existing literature by exploring the relationship between individuals' linguistic ability and their executive functioning, specifically, working memory – measured using the Corsi Block-Tapping task (Mueller, 2011a), inhibitory control – using the Go/No-Go task (Mueller, 2011b) and problem solving – using the Tower of London task (Mueller, 2011c) on 91 bilinguals, trilinguals and quadrilinguals Indian college students. The collected data was analysed using the Kruskal Wallis test. Results indicated significant differences between the three language groups on working memory ($p = 0.050$) (particularly between bilinguals and quadrilinguals, and trilinguals and quadrilinguals) as well as inhibitory control ($p = 0.020$) (particularly between trilinguals and quadrilinguals). Significant results were not found for problem solving among the three language groups. Therefore, the results indicate significant effects of multilingualism, even within the Indian population.

15:05-16:45 | (B1) PobleNou

Friday Onsite Parallel Session 4

Research Skills

Session Chair: Paz Gonzalez

15:05-15:30

81739 | *Exploring University Students' Voices on Developing Research Skills*
Monika Kusiak-Pisowacka, Jagiellonian University, Poland

Developing research skills is a popular topic in publications devoted to teaching in an academic context. Although the teachers' perspectives on this important component of university education have attracted considerable attention, research that focuses on students' opinions is still rare. The presentation aims to contribute to those less common studies. A questionnaire study asked sixty Polish students of English philology to evaluate their own research skills and express opinions on developing research competences. The study explored how the respondents understand the concepts of "research" and "research skills", and what aspects of developing research competences they value most. The findings show that most of the students viewed research skills as helpful in their formal education as well as in their everyday life and future careers. In their definitions of research skills, the students enumerated several abilities connected with finding, evaluating and managing new information. The ability to evaluate information in a critical way was viewed as the most important research skill. The students appreciated the importance of the Internet as a source of information and demonstrated the awareness of possible dangers connected with using it. When asked about their education concerning developing research skills, the students pointed to higher education as the main source of instruction. The study also pointed to certain abilities that the students wished to develop more thoroughly. In conclusion, the findings of the study offer important teaching implications concerning developing research skills and underline students' willingness to participate in research-oriented activities offered by university programs.

15:30-15:55

87971 | *Teaching Data Analytics in Higher Education: The Benefits and Pitfalls of Learning Analytics*
Atte Reijonen, South-Eastern Finland University of Applied Sciences, Finland
Nina Helander, South-Eastern Finland University of Applied Sciences, Finland
Jarkko Ansamäki, South-Eastern Finland University of Applied Sciences, Finland
Päivi Hurri, South-Eastern Finland University of Applied Sciences, Finland

Modern organizations build their competitive advantage on digital technologies and possibilities provided by data. To succeed in this kind of modern work life, students need various digital skills, including contemporary data analytics skills. It is important to teach necessary tools and approaches for students to better learn data analytics, but previous literature highlights several challenges that the educators face in teaching data analytics. Especially there is lack of innovative learning environments and different kinds of hands-on experiences that would transform the teaching of statistics and data analytics towards more applied and critical approaches, favoring the humanistic thinking of students. In this paper, the challenges of teaching technical content, such as data analytics, in online course environment are studied. The special interest is to study how learning analytics can be used in teaching technical content for student for pedagogical development. The aim is to provide understanding both on the benefits and the pitfalls, and to develop potential solutions to overcome the challenges. In order to capture also the viewpoints of the students and the teachers in regard to teaching data analytics and the value created by integrated learning analytics, we have gathered empirical data of the perceptions in the form of student surveys and teacher interviews. Learning analytics data from two online data analytics courses are used to leverage the understanding. In the full paper, guidelines for developing data sources for learning analytics for online environments are provided.

15:55-16:20

84686 | *Redesigning Assessments in the Generative AI Era*
Dany Azzi, Notre Dame University, Lebanon

Artificial Intelligence (AI) has the potential to address some of the biggest challenges in education today, innovate teaching and learning practices, and ultimately accelerate the progress towards Sustainable Development Goal 4 "Quality Education" (UNESCO, 2021). However, these rapid technological developments inevitably bring multiple risks and challenges in higher education (HE), which have so far outpaced policy debates and regulatory frameworks. Generative AI (Gen AI) is considered as a subset of AI that has recently advanced rapidly. Due to its rapid advancement, its integration in HE necessitates a fundamental redesign of assessments to uphold academic integrity and enhance the learning experience. Traditional assessment methods are increasingly vulnerable to AI-generated content, challenging their effectiveness in accurately measuring student knowledge, while AI detection tools still show low accuracy. This paper explores innovative strategies for redesigning assessments to detect learners' knowledge and ensure academic authenticity in the Gen AI era. Key approaches include developing authentic, skill-based assessments that emphasize critical thinking and real-world application, which are less susceptible to AI manipulation. Additionally, incorporating multimodal tasks, context-specific assignments, and role-playing exercises can further diminish the reliance on AI-generated responses. By fostering a culture of responsible and ethical AI use and continuous adaptation of assessment methodologies, educational institutions can navigate the complexities of Gen AI, maintaining academic standards while leveraging AI's potential to enhance learning outcomes.

16:20-16:45

84819 | *The New Scholar: Innovation on Collaborative Learning and Publishing Skills*
Paz Gonzalez, University of Leiden, Netherlands
Jill Jeffery, University of Leiden, Netherlands
Carmen Kleinherenbrink, University of Leiden, Netherlands

The New Scholar is an interdisciplinary peer-reviewed DOA student journal at the Faculty of Humanities of Leiden University. It is financed by an NRO Senior Comenius Grant (40.5.22865.408). The Comenius program contributes to the innovation and improvement of higher education in the Netherlands. The mission of this project is to enable pioneering academic collaborations within and among our disciplines, ranging from Philosophy to Linguistics to International Studies. This project fills two educational gaps that have been observed in Humanities: the lack of collaborative learning and the lack of publishing opportunities for students at our Faculty. The educational goal of this project was to establish a multi-modal learning environment with two objectives: enhancing structural collaborative learning among BA, MA, and PhD students, and developing their academic publishing skills (from writing to reviewing and editing). The main deliverable is the academic journal The New Scholar. In this talk we want to show that the online journal is an excellent instrument to promote collaborative learning. Moreover, accessing academic publishing possibilities will allow the students to improve their skills, both academically (by becoming authors and co-authoring with fellow students) and professionally (by joining the editing board and gaining experience in project management and teamwork). This project ensures an excellent insight for students into academic research, publishing and science communication; it complements their studies and allows them to deepen their own understanding, learn from and with peer students and with fellow students.

15:05-16:45 | (B1) Sants

Friday Onsite Parallel Session 4

Cultural Studies

Session Chair: Dhritismita Bora

15:05-15:30

85000 | *Between Art and Revolution: Rethinking Japanese Zines as an Extension of Mini-Komi*
Nan Zhao, Doshisha University, Japan

Although Japanese zine culture has been shaped by eastern cultural traditions, it has evolved into a distinct and original genre. This paper examines the historical evolution of Japanese zine culture and re-examines the origins of zines, which are generally thought to have developed from fanzines. In addition to the historical development of Mini-Komi and punk culture, the recent proliferation of zine-making activities by artists has had a significant impact on Japanese zine culture. While acknowledging the artistic nature of zines, this paper seeks to ascertain how their politics are expressed and how such expressions have been transformed.

To clarify how the political nature of zines is manifested in the present day, firstly, it is necessary to reexamine the definition of zine and redefine it in terms of its uniquely Japanese characteristics. Additionally, this paper will examine the fragmentation and intersectionality of Japanese zine culture historically and culturally in terms of three aspects: Mini-Komi, punk, and art. Finally, this paper will examine the role of Japanese women's media creation practices in the context of women's empowerment and the changing role of zines.

15:30-15:55

86312 | *Christianity, Modernity, and Cultural Abandonment in Africa: The Example of Ivyom Ritual Dance Performances Amongst the Tiv People*
Josephine Doofan Gande, University Of Maiduguri, Nigeria

Historically, Ivyom ritual dance performance among the Tiv people of Nigeria, has been integral to Tiv spiritual and cultural identity, serving not only as a religious ceremony but also as a vital expression of social cohesion, identity, and traditional knowledge. However, the advent of Christianity and the subsequent processes of modernization have precipitated significant transformations within Tiv society, leading to the marginalization and decline of this indigenous practice. This study, through adopting a multidisciplinary approach that combines ethnographic fieldwork, historical analysis, as well as cultural studies, examines the complex dynamics between the persistence of traditional rituals and the pressures of religious and cultural change. Through in-depth interviews with community members, analysis of historical records and participation in remaining ritual practices, the study highlights the tensions and negotiations that characterize the Tiv people's responses to these external influences. While Christianity and modernization have introduced new forms of spiritual and cultural expression, they have also engendered a loss of traditional knowledge and practices, creating a crisis of cultural continuity. This research contributes to broader discussions on the impact of religious conversion and modernity on indigenous cultures in Africa, offering insights into the ways in which the Tiv people navigate their cultural heritage in the face of profound change. The findings of this study underscore the importance of preserving indigenous rituals as living traditions that adapt to contemporary realities while maintaining their historical and cultural significance.

15:55-16:20

85004 | *Exploring Inter-Island Cultural Narratives: Transcending Boundaries with Resident-Based Performances and Authentic Storytelling*
Meng-chin Lin, National of Cheng Kung University, Taiwan

Matsu Island was a frontline for Taiwan and operated under Military Administration from 1956 to 1992. After military control ended, the island achieved local autonomy and began developing its tourism industry and public infrastructure to attract travelers. Importantly, Matsu Island has dedicated itself to cultural preservation through art and culture-driven policies and activities. The Matsu Biennial is an essential event that introduces the general public to Matsu Island and strengthens local engagement.

This study explores the "Drinking, Seven Cups of Wine" (DSCW) project in Matsu as a resident-based community theatre during the Matsu Biennial. This project delivers cultural narratives from the bottom-up and breaks inter-island boundaries by leveraging local environments and resources. The research employs qualitative methods, including participant observation and in-depth interviews, to provide an overview of the DSCW project and the significant cultural narratives presented, rooted in the island's characteristics and personal stories. The findings emphasize the dynamic inter-island and bottom-up influences in this case, highlighting the role of locals in the Biennial and allowing them to articulate their authentic stories.

16:20-16:45

85049 | *A Thematic Analysis Exploring Cultural Elements of DMT in India*
Dhritismita Bora, Gauhati University, India
Indranee Phookan Borooah, Gauhati University, India

'Dance Movement Therapy (DMT) uses the psychotherapeutic framework to strengthen the mind-body interlink in individuals. Therapists engage with clients by utilising their personal movement language as well as elements from Indian physical traditions to enhance mental health and wellness of people. DMT contributes positively to each person's physical, emotional, cognitive, social and behavioural facets.' (CMTAI, 2018). India has a long, rich and diverse culture in the arts, and dance and movement is one of the vital elements. This impacts the practice of DMT in India. Research done on DMT highlights the Western perspective. There is limited research on DMT in the Indian context. This qualitative research, using thematic analysis, is an attempt to understand the cultural elements that are included by DMT therapists in the practice of dance movement therapy in India. Twenty four dance movement therapists practising in India were interviewed. Analysis of interviews identified major themes such as dance being part of upbringing, witnessed DMT helping others so wanted to take it to other people, DMT provides a non-judgemental and safe space, belief in the therapeutic value of dance; some elements from Indian classical and folk dance forms, yogic postures and breathing, use of Indian music and musical instruments and everyday props are incorporated in the DMT practice. This study has implications for dance movement therapists and mental health professionals for better understanding and incorporating cultural elements in DMT with the Indian population.



Saturday, November 16

Online Parallel Sessions

All times are Central European Time (UTC+1)

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

08:00-09:40 | Live-Stream Room 1

Saturday Online Parallel Session 1

Teaching Experiences, Pedagogy, Practice & Praxis

Session Chair: Carlos Alberto de Oliveira Campos

08:00-08:25

84385 | *An Exploration of the Teaching Reform of Excellent Traditional Culture Based on the "Four Flows" Dimension*

Fang Hua, National University of Defense Technology, China

Liu Wen Juan, National University of Defense Technology, China

Ma Xiao Hong, National University of Defense Technology, China

Hu Jie, Northwest University of Political Science and Law, China

The purpose of this paper is to explore the reform of excellent traditional cultural teaching based on the "four flows" dimension. The paper points out that excellent traditional cultural teaching has multiple functions such as imparting knowledge, enlightening thought, inheriting skills, and cultivating sentiments. In teaching practice, there are four forms of interaction and change between teachers and students: content, knowledge, logic, and emotion. These four are independent yet interwoven and progressive, forming a unity. The article comprehensively applies methods such as system analysis, content analysis, and case analysis, emphasizing the need to improve the quality and efficiency of curriculum construction and enhance students' sense of classroom acquisition. The key to reform lies in actively exploring the intrinsic connections of the "four flows". Teachers should focus on the "four flows" dimension, change their concepts, shift from emphasizing knowledge transfer to grasping the system logic; innovate methods, from focusing on indoctrination to creating a multi-dimensional immersive classroom; strengthen guidance, from cultivating cultural literacy to promoting emotional identification; and transform roles, from being a spokesperson for knowledge to becoming a co-learner.

08:25-08:50

83353 | *Interrogating the Disconnect: A Limpopo Province Case Study of Mainstream Educators' Engagement with Inclusive Education Policies*

Medwin Sepadi, University of Limpopo, South Africa

Ennocentia Moshia, University of Limpopo, South Africa

The aim of this paper is to investigate the challenges experienced by mainstream educators in the Limpopo Province of South Africa regarding their understanding and implementation of inclusive education policies. By examining the factors contributing to the gap between policy interpretation and practical application, this study seeks to provide insights into the barriers hindering the creation of inclusive learning environments in mainstream schools. A case study design was used in the study. Purposive sampling was applied to select the research participants and ten educators were purposefully sampled from five mainstream schools in the Capricorn District of Limpopo Province, South Africa. Semi-structured interviews and open-ended questionnaires were used to collect data and were analysed using thematic content analysis. The results indicated a need to revise the approach in which training is provided for Inclusive Education for educators. Educators seem to know what inclusive education is but feel they do not have adequate support through policies and interventions by the Department of Education to implement inclusive education in the most effective state. The study's implications are for the Department of Education to address the gaps in the implementation and training of Inclusive Education for educators, including professional courses and tertiary education specific to Inclusive Education across South Africa.

08:50-09:15

74216 | *Implementing a Role-Based Enterprise Scenario to Improve the Quality of Laboratory Experiments and Student Experiences in Engineering Education*

Cristian Andriesei, Technical University of Iasi, Romania

The continuous digitalization that our society has experienced over the last two decades and the explosion of software applications (culminating in AI) have negatively impacted Electronics engineering education, with hardware disciplines (including microwaves) being particularly affected. This global environment, which has changed significantly and is very different from the previous environment of the industrial age, has changed the mindset of the children of the newer generations, i.e., the Z and Alpha generations, and has shaped a mentality that makes the task of technical educators even more difficult. With this in mind, this article reports on the positive results obtained from a pedagogical point of view by applying a role-based enterprise scenario in the laboratory teaching, which, to the author's knowledge, is the first experiment of its kind in the literature. The experiment, which spanned three semesters, essentially consisted of implementing a teamwork environment in which each student is responsible for a single experimental task and a single student plays the role of team leader, responsible for collecting the experimental data provided by other colleagues, checking the accuracy and correctness of the data, performing calculations where necessary, and monitoring the experimental steps performed by the team. The experiment has shown that the practical experiments are performed faster, the learning process is improved, and the students take more responsibility for the tasks set. In addition, teamwork is encouraged thanks to intrinsic interactivity.

09:15-09:40

87144 | *Public Education Policies: Ergonomic Aspect, Teaching Methodology and the Teaching and Learning Process*

Angela Valéria de Amorim, Universidade Lusófona, Portugal

Patricia Carly de Farias Campos, Universidade Lusófona, Portugal

Carlos Alberto de Oliveira Campos, CASE, Brazil

This work analyzes the influence of ergonomic aspects of classrooms on the learning process. Educational institutions have adapted their buildings to meet the needs of social, cultural development, accessibility and inclusion. The objective is to examine the comfort and accessibility of classrooms, teaching methodology and the teaching and learning process. In the school environment, there are spaces configured in accordance with Brazil's educational policy to meet the basic needs of educational institutions. Basic elements of analysis include furniture, equipment, environmental comfort (ergonomics), accessibility and fire prevention and fighting systems. The methodology used involved the ergonomic evaluation of classrooms, bibliographic and documentary research, and a descriptive, exploratory and quantitative nature. The research was carried out with students from the technical occupational safety course in the northeast region of Brazil. The results showed that the ergonomic assessment of classrooms is essential to identify and correct environmental discomforts, in line with Technical Standards and NR-17 Regulatory Standards and public education policies. This study concludes that modifications to school buildings are necessary to meet social, cultural development, accessibility and inclusion. The analysis of the comfort of the classrooms, together with the teaching methodology, revealed the need for adjustments to provide an efficient and inclusive learning environment. Educational institutions must invest in adequate infrastructure and teaching methodologies that favor the integral development of students, ensuring a more equitable and inclusive education.

08:00-09:40 | Live-Stream Room 2

Saturday Online Parallel Session 1

Assessment Theories & Methodologies

Session Chair: Orit Yeret

08:00-08:25

86003 | *Insights into Student Self-Assessment Within Interdisciplinary Project-Based Learning*

Maria Denami, Université Haute-Alsace, France

Dina Adinda, Paris Nanterre University, France

The literature indicates that university programs often fail to provide students with opportunities for interdisciplinary and project-based learning, which are essential for developing new skills, including professional ones (Reverdy, 2013). It is crucial for students to master their field and be capable of working in interdisciplinary settings. Reflective practice has been proven to be a valuable method for enhancing students' awareness of their abilities (Denami & Adinda, 2023), enabling them to better regulate their own learning (Bandura, 1997). This study examines students' learning experiences in higher education by creating a context for project-based learning within an interdisciplinary framework. Forty-two students from two different faculties worked together on a real project. Our method involved initially providing a reflective guide to help them focus on various aspects of their learning, such as competencies, motivation, social aspects, and learning situations. We then analyzed students' self-assessments of their competencies using lexical analysis software. Results indicated that on the first day (T1), students identified five main topics demonstrating their competencies: work values, project management, communication, social relations, and interdisciplinary experience. These same topics were mentioned on the second day (T2), with more accurate use of vocabulary related to project management and interdisciplinary topics. Additionally, students identified two new competencies: decision-making and communication performance. The results of this study justify the benefits of interdisciplinary collaboration, help lecturers develop teaching practices, and therefore will influence teaching policies in higher education. In future research, we aim to understand which learning situations (formal, non-formal, semi-formal) facilitate more significant learning.

08:25-08:50

84150 | *Learning Outcomes Measurement Model for Postgraduate Students: Evidences from Indian Education Systems*

Vivek Soni, University of Delhi, India

Even with the integration of emerging technologies in classrooms of the Indian education system, learning outcomes have been quite challenging. This study fills this gap in learning outcomes assessment by following: a) What challenges do students face in a typical postgraduate classroom from a teacher's and systems perspective, and b) what strategies do educational entities employ to address the assessment of learning outcomes? The research under the current study has been supported by the university project called faculty research program: A learning environment within the class of executive program for management students considered for model design, based on a few independent variables (IDV or latent) such as student attendance, task influence, academic performance, knowledge retention, and a dependent variable (DV or construct) i.e. expected learning outcome. Data was collected from a small sample size of 120 management graduates; firstly, to assess reliability, validity (convergent and divergent), and extracted variances measured in constructs; secondly, to measure direct and indirect significance and predictive relevance, a mediating effect of gamification on expected learning outcomes, including the moderating impact of student attendance, and task orientation on DV. The study concludes that academic performance and knowledge retention show high importance. Summarily, student attendance and tasks show less importance. In line with different studies that have assessed the effect of gamification on students with learning problems in postgraduate programs, it is also recommended to focus on peer-to-peer cooperation, motivation, and timely task completion, and maintain regular attendance for knowledge retention for their inclusive learning.

08:50-09:15

86124 | *A Comparative Study to Evaluate the Impact of Using the SOLO Taxonomy in Preparing Exam Questions*

Cristina Caridade, Politechnic Institute of Coimbra, Portugal

Verónica Pereira, Polytechnic of Guarda, Portugal

Inês Borges, Polytechnic of Coimbra, Portugal

Evaluation is a complex task that requires clear and transparent criteria, ensuring all involved understand it as credible, with educational and social responsibility. However, as evaluation is not an exact science, it is naturally subjective. Do teachers prepare questions covering all levels of complexity? Do they reflect on the knowledge and complexity required for each question? What methods and tools do they use? In higher education, studies on evaluation are few, and in mathematics subjects, they are almost nonexistent. Greater reflection on this topic in higher education institutions is needed to deepen knowledge. The SOLO taxonomy, developed by John Biggs and Kevin Collis, in 1982, includes five levels of learning complexity: pre-structural, uni-structural, multi-structural, relational, and abstract. The authors have used this taxonomy to assess exam quality and identify cognitive complexity levels needed for assessments. The SOLO taxonomy should be used by teachers to formulate questions, classifying them according to cognitive complexity and assigning appropriate weights in student evaluations. This approach helps identify areas for student improvement, aiming for greater academic and professional success. This paper presents a comparative study of results and discussions based on an evaluation of Linear Algebra program content common to subjects from three different undergraduate programs at different higher education institutions. In the study, students took an exam with questions structured according to an ascending process of cognitive complexity, based on the SOLO taxonomy.

09:15-09:40

84454 | *The "Selfie" Approach – Capturing Language Progress Through the Lens of Self-Assessment*

Orit Yeret, Yale University, United States

Self-assessment is a pivotal tool in language acquisition, which transcends traditional methods by encouraging students to assume ownership over their learning journey. This presentation will explore the multifaceted benefits of self-assessment, emphasizing its role in empowering students, promoting reflective thinking, supporting individualized learning, and enhancing motivation and critical thinking skills. Self-assessment empowers students by placing them at the center of their learning, transforming them into active drivers of their linguistic destiny. It enables students to recognize achievements, identify areas for improvement, and deepen their understanding of language concepts (Andrade 2019; White 2021). The practice of self-assessment can cater to each student's unique needs, allowing for personalized support and a more effective learning experience. Engaging in self-assessment on a regular basis can boost students' motivation and promote a positive attitude through goal-setting and the celebration of achievements (Summers et al. 2019). Self-assessment also promotes critical thinking by encouraging students to evaluate their skills, analyze learning strategies, and make informed decisions for improvement. This process cultivates a deep understanding of language, enabling students to navigate its complexities with confidence (Bouckaert 2023). The continuous feedback loop inherent in self-assessment provides relevant information that can guide immediate refinement. In my classes, I use various self-assessment methods, such as a "self-assessment questionnaires" based on ACTFL's Can-Do statements (ACTFL 2024), and "personal portfolios", to enhance students' learning experiences. This presentation will provide practical techniques for instructors to implement self-assessment tools, in order to equip students with the skills and mindset necessary for success in language learning.

08:00-09:40 | Live-Stream Room 3

Saturday Online Parallel Session 1

Media Studies

Session Chair: Nitta Roonkaseam

08:00-08:25

87413 | *The Shaping of China's Economic Image in the Context of the Post-epidemic Era by the German Newspaper Bild*
Zhao Zhao, People's Daily Online, China

This study examines the portrayal of China's economic image in the German popular media during the post-COVID-19 era, focusing on Bild, Germany's most widely circulated newspaper. The research analyzes China-related economic news reports from Bild's online version (bild.de) published from January 2020 to March 2024, with particular emphasis on the first quarter of 2023-2024. Through qualitative and quantitative analysis, including text and discourse examination, the study compares the constructed image of China's economy during three distinct periods: the COVID-19 outbreak years (2020-2022), the year 2023, and the first quarter of 2024. The findings reveal that Bild's portrayal of China's economy evolved from "economic collapse" arguments during the pandemic to "economic threat" narratives in the post-epidemic era, while maintaining a predominantly negative tone. The study identifies 69 China-related reports in the first quarter of 2023-2024, with 26 specifically addressing the Chinese economy. Key themes include macroeconomic pessimism, criticism of the real estate sector (particularly the Evergrande crisis), accusations of "commercial espionage" in Sino-German trade, skepticism towards Chinese e-commerce platforms in Europe, and unexpectedly positive reporting on China's new energy vehicle industry. By offering insights into the dynamic construction of China's economic image in popular German media, this study contributes to the understanding of international communication trends and provides a foundation for future research on media representation of national economic images in the post-pandemic global context. It also highlights the need for more longitudinal studies on popular media's economic reporting, particularly in the context of Sino-German relations.

08:25-08:50

84696 | *"The Real or Ideal Me?" Self-representation, Self-surveillance, and Self-exclusion in Religious Women's Expressions of Identity on Instagram*
Rachel Marie Abreu, University of Stirling, United Kingdom

Instagram provides key opportunities for self-expression and self-representation, especially among young women. There remains, however, pressure to conform to normative categories of beauty, femininity, and sexuality on the platform. Using narratives from religious, ethnic minority women, this paper examines perceptions surrounding ideal 'Instagram identities' and what it means to be worthy of visibility online. Social media are touted as fostering diversity, individuality, and cross-cultural engagement. Yet, portrayals of women on Instagram continue to uphold Western perspectives that associate agency with liberation and persistently stereotype religious groups. The prevalence of tokenised representations also risks further alienating already marginalised communities. To give voice to these communities, this study employs a feminist, exploratory, and interdisciplinary framework. It uses in-depth focus groups and individual interviews with Muslim, Jewish, and Christian women located globally, to better understand their expectations for representation and how they negotiate the expression of multiple facets of their identities online. The findings demonstrate how self-presentations of nuanced, lived experience are crucial to religious women's agency on Instagram. Specifically, acts of curation, creation, and community building allow women to express pride in their religious identities while challenging Western ideals of beauty, sex, and femininity. Conversely, the discussions highlight the enduring pressures of reconciling religious duties with Instagram trends, which result in detrimental behaviours of comparison and self-surveillance. The research culminates in participants' evaluation of whether representation is truly necessary on Instagram and how social media tools can be utilised towards diverse expressions of identity for future generations of religious women.

08:50-09:15

83939 | *Parents' Perception of Media Coverage of Down Syndrome: Implications on Stereotypical Beliefs in North Central Nigeria*
Martha Msoo Hile, Eastern Mediterranean University, Cyprus
Fatos Adiloglu, Eastern Mediterranean University, Cyprus
Grace Anweh, Benue State University, Nigeria
Andrew Ogah Ijwo, Benue State University, Nigeria

This study investigates the impact of media coverage on stereotypical beliefs and attitudes towards Down Syndrome in North Central Nigeria, exploring how various aspects of media representation—extent of coverage, accuracy, sensitivity, the balance of positive versus negative narratives, engagement with parents' experiences, and the effectiveness of educational content—affect societal attitudes towards Down Syndrome. Using a quantitative research approach, data were collected through a survey administered to 300 respondents selected through convenience sampling. The survey instrument comprised multiple scales measuring various dimensions of media coverage and societal attitudes. Reliability analysis, descriptive statistics, correlation analysis, and regression analysis were employed to analyze the data. Findings reveal that accurate media representation and the inclusion of personal narratives, particularly from parents, significantly influence societal attitudes by challenging stereotypes and promoting inclusivity. Conversely, the mere extent of media coverage and sensitivity of portrayals without focusing on content quality and narrative framing does not significantly impact public perceptions. Additionally, positive narratives were found to play a crucial role in fostering more supportive attitudes towards individuals with Down Syndrome. The study underscores the need for media practitioners to adopt ethical reporting standards, prioritize accurate and empathetic storytelling, and engage directly with the experiences of individuals with Down Syndrome and their families. Recommendations include enhancing journalist training on disability issues, creating platforms for sharing personal narratives, and developing content that both educates and inspires positive societal change. This research contributes to the broader discourse on media's role in influencing societal perceptions of disabilities, offering insights for policymakers.

09:15-09:40

86714 | *Enhancing Media Literacy Among Older Adults for Creative Engagement: A Case Study in Khlong Sam Wa, Bangkok*
Nitta Roonkaseam, Phranakhon Rajabhat University, Thailand
Sirimon Puengsangwal, Phranakhon Rajabhat University, Thailand
Nisarat Wilailuk, Phranakhon Rajabhat University, Thailand
Pratchaya Tongchum, Phranakhon Rajabhat University, Thailand

In Thailand's rapidly evolving digital landscape, media literacy is crucial for older adults' well-being and active participation. This study aimed to enhance media literacy among older adults in Khlong Sam Wa, Bangkok, empowering them for creative media engagement. A mixed-methods approach was employed, involving 41 participants in a six-module curriculum covering foundational media literacy concepts, media ecology, legal and ethical considerations, and active media participation. Pre- and post-test assessments and qualitative interviews were conducted. Results showed significant improvement in participants' media literacy scores, from 16.24 to 18.39 out of 20. Qualitative findings revealed increased confidence in digital navigation, a deeper understanding of media influence, and a newfound enthusiasm for creative expression. Participants produced two TikTok videos raising awareness about romance scams, demonstrating the practical application of their new skills.

Notes

[illegible]

09:50-11:05 | Live-Stream Room 1

Saturday Online Parallel Session 2

Adult, Lifelong & Distance Learning

Session Chair: Uloma Onubogu

09:50-10:15

86824 | *Are Israeli, German, K.S.A., and Italian Teachers Satisfied with Distance Learning During COVID-19?*

Fathi Shamma, The Arab Academic College for Education Israel-Haifa, Israel

Yousef Abdlghani, The Academic Arab for Education Israel-Haifa, Israel

This paper aimed to compare teachers' job satisfaction in Israel, German, K.S.A and Italy. This study will examine how demography, teacher satisfaction in online classes, and teacher-student interaction, affect their job satisfaction. The study also examined the challenges that confront teachers in online learning during the COVID-19 pandemic. The study adopted a quantitative approach, consisting of 5 demographic questions, {Gender, Experience, Academic qualification, School type, Country} and 26 items were adopted from (Nambiar, 2020) and (Pepe, 2011) questionnaires "Measuring Teacher Job Satisfaction", distributed into 4 domains {Teacher's perception of online classes; teachers-students interaction in online classes; challenges in online classes; teachers' satisfaction in online classes}. To achieve the objectives of this study, the author utilized responses from 1062 teachers working across Israel, German, K.S.A and Italy. The study revealed that the perception of teachers and teacher-student interaction in online classes influenced the job satisfaction of teachers. The findings revealed that teacher job satisfaction in Israel, German, K.S.A. and Italy were independent of demographic attributes. The online classes also came along with their challenges, which all the countries' teachers ranked high.

10:15-10:40

84986 | *Enhancing Distance Pedagogy: Collaborative Peer Evaluation of Online Courses*

Uloma Onubogu, University of Massachusetts Dartmouth, United States

Victoria Baker, University of Massachusetts Dartmouth, United States

Educational paradigms have shifted significantly in the realm of distance pedagogy with advances in digital technology to deliver asynchronous and synchronous learning. Although online education was something freshly discovered by many during the recent global pandemic, it has been around for decades and has proven its use. Yet it remains the stepchild in some schools with no clear or established framework for ongoing pedagogical effectiveness. A system for assuring quality improvement through ongoing review and evaluation is critical for effective online education. In this project, a group of nursing faculty members who teach online in our institution participated in a collaborative peer evaluation of their fully online asynchronous courses. The goal was to apply collaborative peer review as a vital supportive strategy for faculty to review each other's courses, provide and receive constructive feedback, and engage in qualitative discussions and debriefing. Quality standards tools and best practices in online course review were utilized. Outcomes, lessons learned, and practical recommendations from the peer review activity are shared to improve online course review practice.

09:50-11:05 | Live-Stream Room 2

Saturday Online Parallel Session 2

Professional Training, Development & Concerns in Education

Session Chair: Mario Cruz

09:50-10:15

87366 | *Ink and Inspiration: Indian Teachers' Tales of Finding Their Authorial Voice*
Sonika Parashar, Azim Premji University, India

Effective writing, both academic and creative, allows for not only an expression of the self but is also significant in exercising the voices of the writers to make deeper connections with humans, knowledge, thinking, past experiences, new meanings and learning (Wood & Lieberman, 2000). Different successful Teacher Professional Development (TPD) programs, such as the National Writing Project in the United States and New Zealand (Andrews, 2008; Locke et al., 2011; Pritchard, 1987; Whitney, 2008; Wood & Lieberman, 2000) have shown us that reflective teachers who write themselves are in a better position to teach writing effectively. Considering the limited exposure teachers in India have for developing their own writing skills, the present study aimed to describe and understand the development of teachers' writing for children during a TPD workshop and explore their classroom practices around writing. Using qualitative, interpretive case study methodology, it collected data from 26 teachers using focus group discussions, narrative accounts and documents and observation. The data will be analyzed qualitatively by research questions using analytic induction. The study hopes to contribute to the field of language and literacy education and teacher education by exploring and describing the writing journeys of the teachers and the appearance (or not) of their learning in action in their classroom practices around writing. Additionally, teachers' complete written pieces will be published as children's literature or anthology of narrative fiction and non-fiction to contribute to the domain of children's literature in the Indian context for use in and outside the classrooms.

10:15-10:40

84917 | *'Celebrate Diversity... and Freedom too!': The Course 'Intercultural Communication' and its Role in (Re)Creating Teacher Professionalism in Higher Education*
Mário Cruz, Polytechnic University of Porto, Portugal
Ana Patrícia Ferreira, Polytechnic University of Porto, Portugal
Daniela Mascarenhas, Polytechnic University of Porto, Portugal

This article presents a study on how a professional development course entitled "Intercultural Communication", offered by a Pedagogical Innovation Center at a public Higher Education (HE) institution in Portugal, affected teachers' professional growth with a focus on how their intercultural and plurilingual skills were (re)shaped. Through the use of action-research methodology, which includes the observation of course practices and the reflection upon them, and encompasses the examination of assignments, e-portfolios, and self-assessment reports, this study focuses on the ways in which this b-learning course aided in the development of the professionalism of HE teachers. The course's aim is to provide HE teachers with the intercultural and plurilingual skills which are becoming increasingly necessary in our post-globalized world (Ferín, 2002). By combining synchronous and asynchronous learning lessons, participants engaged in reflective practices and collaborative projects which contributed to enhance their understanding of intercultural communication and its application in their own specific educational contexts. Through an analysis of important frameworks and educational policies which promote cultural exchange and plurilingualism (Leandro et al., 2022), this study emphasizes the critical role that HE institutions play in creating inclusive and diverse learning environments, when offering professional development courses on the field, which change HE teachers' representations, knowledge and practices on the matter. The findings demonstrate that the training not only improved the participants' pedagogical approaches, augmented by intercultural and plurilingual skills, but also gave them the tools they need to successfully negotiate and handle the challenges of multicultural and multilingual classrooms (Díaz-Aguado, 2000).

10:40-11:05

84916 | *The Role of an Informal Community of Practice in Spanish Language Teachers' Professional Development During the Covid-19 Pandemic*
Isabel Cabo, Polytechnic Institute of Viseu, Portugal
Cátia Valéria, University of Trás-os-Montes and Alto Douro, Portugal
Mário Cruz, Polytechnic University of Porto, Portugal

During the Covid-19 pandemic, the need to move instruction online highlighted the importance of effective teaching practices and the reflection upon them. During this period of time, the demand for adaptation and innovation in teaching became even more urgent, especially for language teachers who faced significant challenges in effectively using digital tools and maintaining student engagement (Hodges, et al., 2020). These challenges lead to the creation of an informal community of practice (CoP) of Spanish as Foreign Language (SFL) teachers in Portugal. As stated by Wenger, Trayner, and de Laat (2011), CoP offer a way to conceptualise and explore learning as a social phenomenon, and their success lies in the ability of participants to create shared meaning and understanding through their interactions. Focusing on the social path of this CoP, the aim of this paper is to present a case study, with a qualitative-descriptive approach (Yin, 2005), to analyse the specific phenomenon of professional development in an emergency context. Data were collected through digital questionnaires, containing open and closed questions about the participants' socio-professional characterisation, their knowledge and use of digital platforms, and their perceptions of the training quality. Additionally, participant observation was conducted by the trainers, providing an in-depth understanding of the dynamics of cooperation and learning. The results obtained allowed us to verify that a collaborative path of professional development was promoted, in which teachers were able to share experiences, resources and strategies. Therefore, the CoP acted as a professional development cluster that equipped teachers for upcoming challenges.

09:50-11:05 | Live-Stream Room 3

Saturday Online Parallel Session 2

Cultural Studies

Session Chair: Anran Ju

09:50-10:15

83190 | *A Study on Biographies of the Garo Community in Terms of Colonial Cultural Invasion and Modernity*
Khabir Uddin, Jagannath University, Bangladesh

In Bangladesh, the Garos are one of the most prominent matriarchal indigenous groups. This study is intended to raise new questions on the changing lifestyle of the Garo. The results of the study are obtained by using a qualitative method. Primary data are given greater importance, in addition to secondary data. In addition to observation, interviews and surveys are conducted. Interviews and surveys have shown changes in the Garo's way of life. The life of the Garo community in Hariakona village, Sherpur district, had been highlighted with a view to highlighting their changes and crisis. As a result of colonial cultural invasion, this rich history, tradition and the distinctive diversity of Garo society have been diminished. Today, the Garos own identity is in danger of extinction. In addition to the contact with modern civilization, a significant change has taken place in Garo society. The existence of the Garo is threatened by changes in their way of life due to colonial cultural invasion and modernization. The researchers who had come to the Indian sub-continent since the beginning of the British period had been looking at the Garos. An analysis of the Garo's lifestyle needs to include research articles and books, as sources of secondary data that were included in this study. Finally, The research helps to understand how the Garo people's traditional way of life is under in danger. The study's significance in providing potential solutions to recover from the crisis and return to the Garo people's traditional way of life.

10:15-10:40

87198 | *A Study of Visual Language Extraction from Uttarakhand's Cultural and Natural Resources for Application in Ringaal Craft Design*
Soumitra Bhattacharya, UPES, India
Naveen Kumar, UPES, India
Debkumar Chakrabarti, UPES, India

Uttarakhand, known for its rich cultural heritage and biodiversity, sets the stage for this study. We explore the development of a visual language for Ringaal craft products by extracting elements of form and color from Uttarakhand's cultural traditions, architectural styles, and natural resources. While color referencing is common in industries like fashion, with Paul Smith's distinctive stripes, there's limited research on use of color in craft. This study aims to provide a local identity and enhance the aesthetic value of Ringaal products by incorporating a visual language derived from Uttarakhand's cultural and natural resources. In this study, 50 photographs representing Uttarakhand's rich cultural heritage and biodiversity- from animals and birds to apparel and architecture- were collected. Visual designers extracted color palettes from these images and used them to create patterns for application on Ringaal products. Three visual design experts recorded an Aesthetic Pleasure Score (APS) for the products, comparing those with and without the new color patterns. The results showed that products with color patterns had significantly higher APS values than those without. This study contributes to the field of visual communication and its application in craft design. Additionally, the color patterns developed here have the potential to be used in non-traditional products, such as home appliances and stationery items, to provide a local identity and enhance their aesthetic value.

10:40-11:05

86808 | *China's National Image Based on "Main Melody" Patriotic Films: Nation Branding and Cultural Diplomacy*
Anran Ju, University of Sheffield, United Kingdom

The "main melody" genre of patriotic Chinese films has gained much international attention among academics and analysts, and it is believed to be a core Chinese state strategy to promote a positive national image among the domestic Chinese population. However, the voice of international audiences about their understanding of the Chinese main melody films in terms of cultural soft power remain unheard. Therefore, this research focuses on the perceptions of China's national image as projected in main melody films, especially from the perspectives of foreign audiences, to explore Chinese nation branding and cultural diplomacy with the foreign public. The main research method adopted was focus group discussion, complemented by analysis of IMDb user reviews as documents, to discuss how the main melody films affect foreign public perceptions of the national image of China. Content analysis was applied to the transcribed context by using the 5D model of national image as the coding structure. The research shows that while main melody films do affect international audiences' perceptions of China's national image, their impacts can be relatively limited. Besides, international audiences tend to consciously compartmentalise their negative preconceptions of the Chinese government and their generally positive image of Chinese people. Furthermore, non-government-commissioned online contents and offline living experiences are more likely to bring positive impacts for China's national image.

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11:15-12:55 | Live-Stream Room 1

Saturday Online Parallel Session 3

Learning Experiences, Student Learning & Learner Diversity

Session Chair: Deepti Bhushan Gupta

11:15-11:40

85334 | *Deconstructing Complex Abstraction Through Context in Science Education: Comprehensive Review on Research Development, Approaches, and Articulation*

Micheal Obakhavbaye, Simon Fraser University, Canada

There has been significant attention on context-based learning in science education in recent times, challenging conventional paradigms and fostering more inclusive and authentic learning experiences. However, research has shown that there are no simplified definitions of context, and without proper articulation, context becomes anything and everything. Evidence of what context is in science education has been analyzed, but not all contexts are useful for all complex science ideas and settings. Therefore, by performing a systematic literature review of empirical studies with an abstract search from three databases (Eric, Education Source and APA PsycInfo) with the filter "Context-based" and "secondary school or high school or secondary education or junior high or middle school", a total of 284 studies were found. These studies were screened for empirical and science education research to synthesize evidence of how context is used to deconstruct traditional paradigms in secondary science education. From an initial analysis, this article identifies emergent contributions to context-based science education including context-continuum learning design, student's meaning-making of concepts in context, and the "frame of context" articulated for specific science concepts. This review draws the connection between context articulation and fostering deeper connections between students' learning and the real world that would enhance student engagement and authentic science learning. This study makes a case for the relevant context that diffuses complex science concepts for learners. The practical implications offer insights into the frame of context that can be explored for specific complex concepts in science education.

11:40-12:05

83503 | *Viewing the Scientific Literacy of Students Under the 3-Empirical Lenses of Problem-Based, Argumentation-Based and Visualised-Case-Based Learning Instructional Strategies*

Popoola Oladipupo, Obafemi Awolowo University, Nigeria
Ademola Adeleke, Obafemi Awolowo University, Nigeria

The study examined the Scientific literacy of students when taught Biology using 3-empirical lenses. This was with a view to determining the effectiveness of Problem-based Learning (PBL), Argumentation-based Learning (ABL), and Visualised-Case-based Learning (VCBL) instructional strategies in improving the Scientific literacy of secondary school students in Biology. The study adopted the non-equivalent pretest-posttest control group experimental design. The population of the study comprised all senior secondary school Biology students in Osun state, Nigeria. The sample consisted of Senior Secondary Three (SS3) Biology students in their intact classes selected using multistage sampling procedure. From the three senatorial districts of Osun State, two senatorial districts were randomly selected. Also, two Local Government Areas (LGA) were sampled randomly from each of the selected senatorial district. Furthermore, one school was randomly selected from each of the selected LGAs to make a total of four schools for the study. Scientific literacy Test (SLT) was used to collect data for the study. Data collected were analysed using Analysis of Covariance (ANCOVA). The results showed a significant difference in the scientific literacy of students taught Biology using PBL, ABL, and VCBL ($F = 25.960$ $p < 0.05$), as the marginal means of participants exposed to ABL, Conventional Learning (CL), PBL, and VCBL instructional strategies are 9.646, 8.479, 9.007 and 11.929 respectively. This study found that participants exposed to VCBL instructional strategy appears to be more scientifically literate than participants in other groups after treatment.

12:05-12:30

84938 | *Co-Designing Technology Kits for the Library of Inspiration*

Debbie Meharg, Edinburgh Napier University, United Kingdom
Frauke Zeller, Edinburgh Napier University, United Kingdom
Iain McGregor, Edinburgh Napier University, United Kingdom
Iain Donald, Edinburgh Napier University, United Kingdom
Hanne Wagner, Edinburgh Napier University, United Kingdom
Dimitrios Darzentas, Edinburgh Napier University, United Kingdom

This study employs a co-design approach with students, library staff, and teachers to create technology kits for secondary school libraries, aimed at fostering interest in STEM careers among underrepresented groups such as girls, young carers, and students from widening participation backgrounds. This is significant due to the critical need to engage these groups in STEM fields from an early age. There is a shortage of inclusive, collaborative efforts in designing STEM educational resources that directly involve the target audience, ensuring the resources are relevant and effective. The "Library of Inspiration," housed within school libraries, serves as a blended space for creativity and interdisciplinary learning. Each library features ten subject-specific kits covering Robotics, AR/VR, Sound Design, Information Science, AI, and more, integrating technology, written materials, online resources, narratives, career information, influential profiles, and app/website details. The research began with co-design sessions in four high schools where participants developed kit contents through technology demonstrations, theme discussions, and explorations of inspiring individuals and events. These sessions aimed to inspire creativity, promote co-creation, facilitate hands-on learning, and provide career exploration resources. Key goals include enhancing critical thinking, fostering inclusivity and engagement, and inspiring future STEM leaders. The project aims to subtly encourage STEM engagement by integrating it with students' existing interests, such as using football or music to explore digital storytelling or statistics. This paper outlines the ongoing study, offering evidence-based insights into effective strategies for engaging underrepresented groups in STEM education and careers.

12:30-12:55

84948 | *Introducing Creative Scaffolding in Undergraduate Microbiology Education: Assessing Learnings as Imagery and Poems*

Deepti Bhushan Gupta, Somaiya Vidyavihar University, India

Creativity is widely recognized to play a pivotal part in the scientific process. The deficit of a creative context and perception of science as a cold, rational discipline may be a reason for the observed decline in engagement in scientific disciplines worldwide. Hence, it is essential to integrate creative elements with STEM disciplines to reintroduce the element of "wonder" and enthusiasm in teaching learning of scientific concepts, particularly in the field of biology. As a step towards this, a novel assessment strategy was adopted in an undergraduate (UG) microbiology course on extremophiles. To break the stereotype of microorganisms being viewed as mysterious and pathogenic creatures, the students were asked to translate their understanding of survival of microbes in extreme environmental conditions as a poem and as an imagery depicting microbes as 'superheroes'. The students went on to create characters with novel names supplemented with poems and presented their assignments as posters, pokémon like card games, board games and a comic book. The analysis of the poems and the designed character led to emergence of four major categories: resilience of life, habitat/physical feature portrayal, superhero quality and sense of appreciation. The student's reported greater engagement, expression of creativity and increased peer interaction besides enhanced conceptual understanding and better retention of content. This study describes a non-canonical form of assessment and exhibits effectiveness of a creative scaffold for improving student engagement in STEM disciplines.

11:15-12:55 | Live-Stream Room 2

Saturday Online Parallel Session 3

AI in Education

Session Chair: Noreen Naranjos Velazquez

11:15-11:40

83847 | *Development of AI Adaptive Feedback and Recommendation Course on Learning Management System (LMS) for Optimization of Digital Learning Services*

Ikhsan Ikhsan, Universitas Terbuka, Indonesia

Muhammad Ashar, State University of Malang, Indonesia

Kani Kani, Universitas Terbuka, Indonesia

Paken Pandiangan, Universitas Terbuka, Indonesia

A.A. Ketut Budiastira, Universitas Terbuka, Indonesia

The Use of Adaptive Feedback using Artificial Intelligence (AI) in a Learning Management System (LMS) is an innovative way to provide automatically tailored feedback to users based on their behavior and performance. This important research process also considers feedback from AI tailored to each user's individual needs and level of understanding. Research methodology conducted by making prototype LMS platform model based on AI through creating personalization or learning style for each user, developing a feedback system for users, analyzing needs and designing user learning patterns, integration of learning resources, and data analysis and decision-making, also creating learning routes and monitoring user progress. Research process was designed by AI algorithms to systematically collect and analyse based on data, including course types, student performance, engagement metrics, and interaction patterns, teachers and score of assessment specific to the open and distance education context. The AI-driven adaptive feedback system provides real-time, personalized feedback, emphasizing strengths, pinpointing areas for leaning. Seamlessly integrated into the LMS, the user-friendly interface features a visual analytics dashboard, benchmarking capabilities, Research conclusion has represented a significant AI to elevate reflective feedback on course recommendation and materials personally of students before, ultimately enhancing the quality of education delivery service in the digital learning landscape.

11:40-12:05

84391 | *Perceptions of Usefulness of AI-powered Writing Tools in the Academic Context: A Study of Entry-level Engineering Students*

Ramya Devi Bommanaboina, Siksha 'O' Anusandhan University, India

Rajakumar Guduru, IIT Bhubaneswar, India

Lalitha Devi Bommanaboina, Madanapalle Institute of Technology and Sciences, India

The evolution of artificial intelligence (AI) has given rise to new Internet-based writing tools such as Quillbot, ChatGPT, Bard, Grammarly, and Google Translator with diverse functionalities. These AI-powered tools are increasingly used by students for tasks such as writing assignments, text translation, spelling enhancement, text rewriting and editing, summarizing and checking for plagiarism. However, the usage of these AI-powered tools in the educational setting poses many challenges especially to entry-level engineering students such as misusing these tools, not able to understand and verify the tool's suggestions, and generating content without right attribution or understanding. Therefore, to understand entry-level engineering students' perceptions of usefulness of AI-powered writing tools in the academic setting, data were collected through online survey from 482 entry-level engineering students studying in various engineering colleges in Odisha, India. Through the application of k-means clustering, different student types with varying attitudes towards these tools are identified. The results showed many students perceived AI-powered writing tools beneficial: first, enhancing the quality of writing; second, receiving immediate feedback; third, obtaining personalized assistance to their own style of writing; and fourth, supporting writing skill development. Finally, the study recommends teachers and educators the need for both – tailored teaching strategies to promote responsible use of AI-powered writing tools; and cautionary approaches to minimize the risk of over-reliance, accuracy issues, and ethical considerations.

12:05-12:30

87814 | *ChatGPT in Research: Variable Extraction and Researcher Protection in the Context of Child Sexual Abuse*

Noreen Naranjos Velazquez, IU International University of Applied Sciences, Germany

In the context of research on childhood sexual abuse, researchers face significant challenges due to the emotionally distressing nature of sensitive data (Williamson et al., 2020). The use of ChatGPT (OpenAI, 2023) offers valuable support in this area. This artificial intelligence (AI) tool facilitates efficient data processing while maintaining emotional distance by converting qualitative content into quantifiable formats. This approach not only aids in statistical analysis but also reduces the emotional burden on researchers (van Manen, 2023). The inter-coder reliability of this method has been evaluated and largely confirmed in various forms (Naranjos Velazquez, 2024; Naranjos Velazquez, in press). In a comparative study, the results of AI models ChatGPT 3.5, ChatGPT 4, and ChatGPT 4o were analyzed. Increased consistency was observed beginning with the ChatGPT 4 model, further highlighting the reliability of ChatGPT in processing sensitive information. This presentation explores the ethical and practical implications of AI use in research and discusses the limitations of this AI tool (Naranjos Velazquez, in press).

12:30-12:55

87967 | *The Impact of Generative AI on English Language Teaching*

Ghada Chehimi, Bogazici University, Turkey

The language teaching field is expanded by the dynamics to incorporate technology, particularly when teaching English. Teachers must upskill themselves to use technology in their classrooms to provide students with the most up-to-date learning environment. Generative Artificial Intelligence technology applications that can be used in English language instruction and learning include but are not limited to Chatbots, AI-based writing assistants, AI-based grading tools, and AI-based language learning applications. Because of their proven benefits and ease of use, generative AI tools have the potential to become a more popular tool used by educators to support the acquisition of modern languages. This research aims to assess the knowledge, use, and disposition status of a sample of English language teachers from Turkey and Lebanon in generative AI tools in their teaching practices. Descriptive and inferential statistics are used including frequencies and percentages and t-tests, cross-tabulations, and regression analysis. The Statistical Product and Service Solutions IBM SPSS version 27.0 is used for data analysis. The selection of the sample of teachers is based on convenience where these teachers were contacted via email to fill in the research survey. Findings show that 60% of the teachers are familiar with the tools, the most used tools are AI-based writing assistants and AI-based language learning applications, each about 30%, and Chatbots (about 18%). Only 55% of the teachers have confidence in their skills to deal with AI tools. Finally, 72.5% of the teachers will not exclude generative AI applications if allowed. These findings serve as an insight to train and develop teachers for teaching endeavors to meet the 21st-century teaching requirements.

11:15-12:55 | Live-Stream Room 3

Saturday Online Parallel Session 3

Interdisciplinary Arts, Media, & Culture

Session Chair: Andrada Fiscutean

11:15-11:40

85712 | *Archetype, Phenotype, Stereotype: The Volksmoeder/Domestic Worker in Selected South African Novels*
Hanta Henning, University of the Free State, South Africa

The volksmoeder (lit. 'mother of the nation') is an Afrikaner archetype of women's servitude, sacrifice, and submissiveness. Since the early 1900s, this archetype served as behavioral model for white, Afrikaans women. However, the same role was performed by black and coloured women who worked as nannies for white employers during South Africa's colonisation and later during apartheid, a practice that continues today. The volksmoeder ideal is largely performative; though black/coloured women have extensively performed the role, they have long been racially excluded from embodying it. These domestic worker-nannies have become a phenotype in their own right. Much scholarship focuses on explorations of black/coloured South African domestic worker-nannies and their representation in the country's literature. Similarly, I investigate framings of the same in the South African novel *As If Born to You* (Newham-Blake, 2019). This novel speaks to the racialisation, classing, and gendering of childcare while commenting on the socio-historic contexts that often forced black/coloured women to assume these childcare roles. It importantly raises debates around concepts of mothering and responsibility in terms of childcare. However, South African representations of domestic worker-nannies tend towards the sentimental, ascribing to these women a collective identity dependent on selective remembrance leading to the erasure of their sacrifices and suffering. Such representations give rise to what I term the Amakeia stereotype. In this paper, I explore how Newham-Blake's novel either supports or subverts this stereotype and how stereotyping a phenotype leads to the continued erasure of black/coloured South African women's lived experience.

11:40-12:05

84906 | *Interweaving Forms: Chekhov's Narrative Techniques as a Lens for Interpreting Tchaikovsky's Music*
Belinda Chen, Bilkent University, Turkey

Composer Dmitri Shostakovich once famously observed that many of Anton Chekhov's short stories are written in sonata form, highlighting Chekhov's use of particular musical structures in his literary works. This paper examines Chekhov's incorporation of musical approaches to plot and character development, drawing comparisons between his play *The Cherry Orchard* and Pyotr Tchaikovsky's sixth symphony. While comparative literature scholars such as Rosamund Bartlett and Nikolai Fortunov have attempted foundational musical analysis of Chekhov's works, there are gaps in their understanding of musical forms, and their insights have not yet been applied to the performance interpretation of the musical works themselves. This paper aims to bridge this gap by providing a deeper musical analysis that complements the existing literary scholarship regarding musicality in Chekhov's works. The first part identifies the exact elements of sonata form in Chekhov's short story "The Black Monk" while the second part offers a cross-disciplinary analytical comparison of the formal structures in Chekhov's *The Cherry Orchard* and Tchaikovsky's sixth symphony. By understanding the thematic parallels and structural similarities between literary and musical composition within their specific cultural context of late 19th-century Russia, musical performers can achieve more enlightened and inspired interpretations of Tchaikovsky's music. Conversely, a deep comprehension of musical form can enhance the appreciation of Chekhov's narrative techniques. This paper thus seeks to bridge the disciplines of literature and music, emphasizing the interwoven nature of narrative and musical form and offering fresh insights for performers and literary scholars alike.

12:05-12:30

84841 | *New Ways of Living the Domestic Environment: An Analysis of Flexible Design with the Proposal of an Experimental Case Study*
Domenico Di Fuccia, University of Campania "Luigi Vanvitelli", Italy
Giuseppe Sorvillo, University of Campania "Luigi Vanvitelli", Italy
Federica Riveccio, University of Venice luav, Italy

The 1972 exhibition "The New Domestic Landscape", which explored constructed and domestic environments, marked a pivotal shift in the design vision, influenced by political, cultural debates, and evolving social living of the time. This reflection focused on the relationship between humans and objects, a milestone of Italian design masters' philosophy. Following this heritage, contemporary designers address modern living needs through flexible, multifunctional spaces equipped with modular and adaptable furniture. The paper examines Joe Colombo's design scenarios, viewing living spaces as "habitats" reflecting "social, political, technological evolution" (Vitta, 2020). Fluid living spaces have transformed home functions, attributing them new roles linked to different lifestyles. Today's design culture refers to the observation of behaviors within domestic spaces and the coexistence of activities in the same environment, which shape the appearance of homes (Molinari, 2020). Lauda (2012) reimagines living spaces as flexible, where the actions taking place affect the morphology of the environment with concealed objects that make the home not just a container of monofunctional areas, but empty spaces to be set up and adapted according to needs. Homes transform into multifunctional spaces for private life, work and socializing. The rise of smart-working, especially post-COVID-19, has blurred domestic and work space boundaries, emphasizing indoor quality (ventilation, lighting, soundproofing) and emotional well-being (psychophysical comfort). The paper describes the experimental case study "Metaforma", a modular system of polyurethane foam elements that can be assembled in different configurations to suit the body, addressing adaptability for work and rest, enhancing customization, comfort and daily activity efficiency.

12:30-12:55

82836 | *Navigating Uncertainty: A Sentiment Analysis of COVID-19 Articles Published by General Interest vs Science-Focused Outlets*
Andrada Fiscutean, University of Bucharest, Romania
Maria-Magdalena Rosu, University of Bucharest, Romania
Radu-Ioan Mihai, University of Bucharest, Romania

Science journalists face a distinct set of challenges compared to their peers in their role of disseminating scientific results to the public. Among these is communicating scientific uncertainty, a fundamental aspect of the scientific method. While the research community embraces uncertainty, it is often insufficiently expressed in scientific communication. In this study, we assessed how journalists convey scientific uncertainty, focusing on two factors: (1) the different approach of general interest publications compared to those specialized in science, and (2) the specific requirements of reporting on unpredictable events such as the COVID-19 crisis. The analysis examined a large corpus of articles published in general interest and science-focused outlets during the initial phase of the pandemic (March 1 - August 31, 2020), as well as in two analogous samples: three years before (March 1 - August 31, 2017) and three years after (March 1 - August 31, 2023). We proposed a custom-developed dictionary of scientific uncertainty markers. The study examined changes in tone over time and uncovered a different attitude towards uncertainty between general interest and science-focused outlets, with the latter highlighting scientific uncertainty more proficiently. The analysis also examined how journalists conveyed information presented in preprints, a source of information often used during the pandemic because these papers carry a higher degree of uncertainty compared to studies already peer-reviewed. The investigation employed models tailored to science journalism, including AI/NLP techniques. The findings contribute to a nuanced understanding of scientific uncertainty, offering insights into managing public health crises.

Notes

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13:05-14:45 | Live-Stream Room 1

Saturday Online Parallel Session 4

Higher Education

Session Chair: Lei Huang

13:05-13:30

87961 | *Constructing the EXPAND Core Dimensions of Admission Strategies in Taiwan Higher Education*
Hsueh-Pin Tsai, Cheng Kung University, Taiwan

In the context of low fertility rate and the marketization of education, the admissions of higher education have faced numerous challenges. How higher education institutions can resolve these crises and turn them into opportunities have become indispensable issues that cannot be ignored. This study aims to construct the core dimensions of admission strategies in Taiwan higher education through a mixed methods research approach. First, a literature analysis is conducted to understand the current situations of higher education admissions in Taiwan. Subsequently, core dimensions are generalized through psychology, sociology, and management. Finally, expert consensus is obtained through opinion reviews and expert consensus analysis involving five scholars. The results of this study, EXPAND core dimensions, include six aspects: 1.Executive (E), 2.X-Development (X), 3.Promotion (P), 4.Agreement (A), 5.Network of Occupation (N), and 6. Daily necessity (D). The degree of consensus among the six core dimensions ranges from .95 to 1. That shows a high level of expert consensus. Based on the results, the study provides suggestions for higher education admission and research as well.

13:30-13:55

87941 | *Higher Education and Cross-border Mobility: Navigating the Aspirations of Indian Women Students Studying in European Universities*
Siddhi Singh, National Institute of Educational Planning and Administration, India

The pursuit of higher education at foreign universities has emerged as a compelling aspiration for students across the globe. Indian Women students are aspiring to develop skill sets and often look at cross-border mobility as a tool to challenge patriarchal mindset existing in universities and at their homes. Needless to say, internationalization has further paved the way for educational capitalism and market-oriented discourse amidst neoliberalism. The available data presents that the USA, UK, Canada and Australia are still the priority destinations for Indian students. However, there is a significant rise in the enrollment of Indian students in European countries like Germany, France, Spain and Italy. Engaging in debates of social stratification in education and social transformation, this paper enquires how the networks of Indian women students belonging to the new middle class impact their chances of securing admission abroad in universities of global North countries. It also quests to look at how far is the cultural discourse accommodative for Indian women students in universities at destination countries? Theoretically, it builds upon Weber's idea of social class and utilizes phenomenological approach for mapping out the lived experiences of respondents. It then moves onto theories of Bourdieu and Putnam. To substantiate my theoretical arguments, the paper presents the data analysis from secondary sources collected from Indian government websites, UIS data from UNESCO and surveys from government and non-government organizations. The sample is Indian Students in European countries. It also includes a section of primary data collected from my Pilot Study of Phd.

13:55-14:20

86919 | *Regular Mentoring with Researchers: A Strategy for Developing Skills in Biotechnology Undergraduates*
Susana Cardoso, Polytechnic of Leiria; Polytechnic of Coimbra, Portugal

In higher education, exposure to applied and ongoing research is limited. In the Immunology and Biomedicine curricular unit of School of Tourism and Marine Technology (ESTM) biotechnology degree an experience of regular contact with researchers was carried out. The participants formed small groups and focused on specific research contexts. The chosen theme was immunotherapy applied to the treatment of infections and cancer, both fields undergoing rapid development and are relevant methodologies for the future. In the first phase, students carried out research to gather information and raise questions. In a further step, students made contact by videoconference and email with researchers (who had been contacted in advance) at regular intervals. Collaboration was established with two biotechnology companies, each providing two to three researchers for regular contact acting as tutors. The strategies, development, and organisation of the contacts are described. The sessions were structured to evolve in a progressive 'staircase' approach, providing an appropriate path from the most basic to the most complex, stimulating a balance between the response/information provided by the researchers, the mobilisation of the knowledge and the critical analysis by the students. At the end, sessions were held with both research teams to summarise the whole process. The companies even drew up a final challenge to consolidate the main conclusions and encourage the students to continue following the progress of the research. The active interaction with scientists was very well received by the students, who developed their skills as a result of regular and close contact with researchers.

14:20-14:45

84971 | *Cultural Mediators in Action: Enhancing Psychological Counseling for International Students Through the PASSI@Unito Project*
Lei Huang, University of Turin, Italy

This study investigates the role of cultural mediation in psychological counseling for international students at the University of Turin, Italy, through the PASSI@Unito Project. This initiative provides comprehensive psychological counseling services and employs a triangular counseling setup where students meet with both a psychologist and a cultural mediator. Mediators integrate into counseling sessions by providing contextual background and translating both language and cultural references. The methodology involves qualitative analysis of case studies and interviews with cultural mediators and international students. The study highlights how cultural mediators bridge cultural and linguistic gaps between local psychologists and international students, enhancing the overall counseling experience. They play a crucial role in interpreting and conveying cultural nuances and facilitating mutual understanding. Cultural mediators assist psychologists by offering insights into students' cultural backgrounds and helping tailor counseling approaches. They enable international students to articulate concerns more clearly and understand counseling advice within their cultural context, fostering a supportive environment. International students react positively to cultural mediators, appreciating the added layer of understanding and empathy. They find the counseling process more accessible and relevant to their experiences. Findings demonstrate that cultural mediators significantly enhance the counseling experience by addressing cultural barriers and improving communication. The article concludes with recommendations for improved training programs for cultural mediators and strategies to elevate the quality of psychological support. It advocates for a structured approach to training and involving cultural mediators to ensure international students receive culturally sensitive and effective psychological support.

13:05-14:45 | Live-Stream Room 2

Saturday Online Parallel Session 4

Design, Implementation & Assessment of Innovative Technologies in Education

Session Chair: Annamaria Lambri

13:05-13:30

87731 | *Smartphones in Learning Arabic by School Students: A Comprehensive Structured Review*

Rosyawati Ab.Rahim, International Islamic University, Malaysia

Taufik Ismail, International Islamic University Malaysia, Malaysia

Radhwa Abu Bakar, International Islamic University Malaysia, Malaysia

Wan Azani Mustafa, Universiti Malaysia Perlis, Malaysia

This comprehensive, structured review examines the impact of smartphones on learning Arabic among school students. The increasing prevalence of smartphones in educational settings offers novel opportunities for enhancing language acquisition, yet their effectiveness in learning Arabic, a language with unique instructional challenges, remains underexplored. This study aims to acknowledge this gap by systematically reviewing existing literature to understand the role of smartphones in Arabic language education. The study's flow relies on the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) framework. Advanced search techniques were employed on Scopus and Eric databases using the keywords "smartphones", "learn", "Arabic", and "school", yielding (n = 27) relevant articles. These articles were categorized into three primary themes: (1) Technology-Enhanced Learning (TEL) and Its Impact on Education, (2) Language Learning and Teaching Strategies, and (3) Special Educational Needs and Inclusive Education. The expected results suggest that TEL, facilitated by smartphones, significantly enhances student engagement, motivation, and personalized learning experiences, thereby improving Arabic language proficiency. Additionally, Mobile-Assisted Language Learning (MALL) applications are anticipated to be effective tools in Arabic language instruction, providing interactive and accessible learning platforms. Furthermore, the review is expected to highlight the critical role of smartphones in supporting inclusive education, particularly for students with special educational needs, by enabling broader participation in language learning activities. The study concludes that integrating smartphones into Arabic language education can significantly enhance learning outcomes and promote educational equity and access. Accordingly, it advocates for their strategic use in educational practices to create more effective and inclusive

13:30-13:55

86895 | *Innovation in Design Education: Decoding Problem Structuring Processes of a Natural Object Driven Open-Ended étude*

Esther Kiruba Jebakumar Clifford, Sathyabama Institute of Science & Technology, India

Evelyn Jeny Vincent, Sathyabama Institute of Science & Technology, India

Arulmalar Ramaraj, Sathyabama Institute of Science & Technology, India

Literature studies reveal that interpreting the problem-structuring process revolving around wicked problems is under explored. With an intention to address this issue, this study aims to analyze students' problem-structuring processes through mixed methods such as quantitative, qualitative, focus group studies. This is achieved through decoding the synthesis, comprehension of students' processes and emergent outcomes through diverse perspectives namely, students, intra-rater and inter-raters. The nature based exercises make small components of the whole for the Basic Design Studio of first year of undergraduate studies in Architecture at Sathyabama Institute of Science and Technology, Chennai during the academic session from August 2023 to January 2024. Natural object based exercises can assist in progressive learning and directions to structure open-ended tasks for academicians and give insight for students into their individual processes through reflective thinking methods. This will help design educators frame generative basic design tasks to enhance students' thinking skills, comprehension and synthesis leading to creativity with appropriate reasoning.

13:55-14:20

85392 | *Transformative Design: Virtual Reality and Augmented Reality in Furniture Design: A Comprehensive Analysis of an Immersive Learning Experience*

Annamaria Lambri, American University in Dubai, United Arab Emirates

Virtual Reality (VR) and Augmented Reality (AR) are advanced technologies in continuous development. They are already involved in different fields including Academia, for immersive and interactive learning experiences. They are mainly applied to STEM disciplines such as Science, Mathematics, Engineering, and Medicine. This qualitative study aims to examine the integration of VR and AR in an undergraduate Furniture Design course while understanding its impact on the learning experience, the design process, and active learning methodologies. Sixteen junior-level interior design students at the American University in Dubai, UAE developed a piece of furniture project and 3D printed prototype. Following research, some included VR and AR-based approaches, while others adopted typical methods. The faculty member assessed the study through a comprehensive analysis of process and outcomes, comparative evaluations, observations, interviews, literature review, and a survey. The findings indicate that the integration of advanced technologies benefits the design process. Key elements are real-time and real-based design visualizations, user experience for fast customization, human-scale projects for a better understanding of proportions and ergonomics, and the transformation of the learning experiences by creating immersive, interactive, and engaging learning environments. Moreover, VR and AR-based learning activities facilitate collaborative work and active learning; they promote creativity, and technical skills. The limitations involve technological advancements, accessibility to training, equipment, and financial issues. In conclusion, applying VR and AR in the design process supports the design itself and future designers' abilities. A balanced adoption of these technologies in Academia leads to pioneering teaching practices linked to industry requirements.

13:05-14:45 | Live-Stream Room 3

Saturday Online Parallel Session 4

Teaching & Learning Methodologies

Session Chair: Alexander Ibni

13:05-13:30

86432 | *Re-think, Re-imagine, Re-purpose: a Case Study in Sustainable Use of a Single Material in Design and Technology Lessons*
Melanie Mortimer, Dulwich Prep London, United Kingdom

In this presentation I will discuss how we developed a series of projects in Design and Technology lessons with boys aged 9-13 using a single batch of donated timber. The wood was used for 2019 iconic temporary pavilion designed by Yinka Ilori and Pricegore architects at the Dulwich Picture Gallery in London. The gallery requested the students design a prototype artefact that could become a community resource. This presentation explains how a series of projects evolved from the initial designs. The original artefacts were adapted to different uses and the smaller and smaller offcuts were re-imagined in a variety of different projects across the age groups. This case study offers an example of how a material with a cultural history can motivate projects that value and use the material with care ensuring that nothing goes to waste. It also examines how existing artefacts and offcuts can stimulate unique and exciting creative outputs within a wide range of abilities and ages. It demonstrates the way students learnt to renew and repair weathered material and how using re-purposed materials was embraced.

13:30-13:55

84939 | *Development of Computational and Geometric Thinking Through the Use of Pattern Shapes in 1st Cycle of Basic Education*
Daniela Mascarenhas, Polytechnic University of Porto, Portugal
Sara Paredes, Colégio Oceanus, Portugal
Joana Martins, Colégio Oceanus, Portugal
Mário Cruz, Polytechnic University of Porto, Portugal

The use of pattern shapes plays a crucial role in the development of computational and geometric thinking in children in the 1st Cycle of Basic Education. These manipulative materials provide a practical learning experience which combines abstract computing concepts with the concrete understanding that children need, associated with the development of thinking and geometric concepts (Bessa, Mascarenhas, Silva, Fernandes & Quadros-Flores, 2023). The pattern shapes engage children in activities that improve problem-solving skills, spatial awareness and logical reasoning. By organizing and manipulating these blocks, children practice pattern recognition, a fundamental aspect of computational thinking, as well as developing an understanding of the composition and decomposition of figures. Therefore, they learn to decompose complex structures into simpler components, similar to dividing a problem into steps, hence developing computational thinking (Papert, 1980; Grover & Pea, 2013). 25 first-grade pupils from a private Portuguese primary school participated in this exploratory qualitative study. Data collection included class observation, video recordings and document analysis. Five work sessions were implemented which catered them for exploring the topics of Mathematical Capacities and Geometry and Measurement, present in the Portuguese curriculum (Ministério da Educação, 2021). More specifically, throughout the study, children developed computational thinking, communication and problem-solving skills, mathematical reasoning and operations with figures (composition and decomposition). Furthermore, manipulating the material allowed children to develop creativity, critical thinking and collaboration, as they work in small groups, they develop social skills and learn to articulate their thought processes (Wing, 2006; Bers, 2018; Sullivan & Bers, 2019).

13:55-14:20

87972 | *The Potential Impacts of a General Education Course on Students' Attitude Towards Death and Meaning in Life*
Angel Ting, Hong Kong Baptist University, Hong Kong
Yvonne Wong, College of International Education, Hong Kong

This pilot research aims to look into how a general education course with a focus on philosophies on meaning and value of life would change students' attitude towards death and meaning in life. Individual interviews with students taking the course were conducted after they have completed the course, and their attitudes towards death and meaning in life after the course were recorded. It is found that although the course did not significantly change their attitude towards death, it nonetheless reinforced and expanded their previous conceptions of death. More significantly, most students expressed a change in their attitude towards meaning in life, where they expressed an appreciation towards an existentialist explanation of life. This research also showed that many philosophical theories concerning death and meaning in life are applicable to their conceptions of life and death, such as the deprivation account of death, the idea of authentic life by Sartre, and that life is absurd by Camus. Last but not the least, this research exposed some shortcomings in the current curriculum. We propose an approach which focuses on living or life which might be able to help students reflect upon their attitudes towards death, prepare them for a deepened understanding of death, and ultimately relieve their anxiety towards the inevitable eventuality of life.

14:20-14:45

86430 | *General Characteristics of Linguistic Feature of Language Registers in Writing Among English as a Second Language Learners*
Alexander Ibni, Zamboanga Peninsula Polytechnic State University, Philippines

The linguistic demands of academic writing require learners to appropriately construct the lexico-grammatical structures to form their language registers in writing. Thus, lexical and grammatical analysis is a crucial process that provides an in-depth explanation of linguistic features of language registers in order to help learners develop their writing competence and for the teachers to provide the basis for instructions. However, there were few studies conducted to determine the characteristics of language registers in the context of English as a second language learning. For this reason, the main objective of this study was to determine the general characteristics of linguistic feature in terms of lexico-grammatical structures through which register is analyzed and according to their linguistic aspects. Hence, descriptive quantitative and qualitative research designs were utilized in this study by which learners' essays were analyzed according to the lexicon and grammatical items using computer software, an automatic grammatical tagger. Based on Biber's analysis of Longman Grammar of Spoken and Written English, the results revealed that the general characteristics of the linguistic feature of respondents' language register in terms of lexico-grammatical structures are nouns, verbs, and prepositions which made up about 56% of all content words in students' essays. This study also highlights that writing as a variable in language research goes beyond simply looking at the learners' writing competence. Taken together, such linguistic descriptions would provide the basis for more principled approaches to ESL teaching methods in terms of lexico-grammatical structures which are fundamental aspects of language registers in writing.

Virtual Poster Presentations

Read Virtual Poster Presentations & Watch Pre-recorded Virtual Presentations

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

BAMC2024 Virtual Poster Presentations

Media Studies

86079 | *Interpreting P. Mérimée's "The Bear": From Silent Film to Media Performance*
Miglė Munderzbakaitė, Vytautas Magnus University, Lithuania

The aim of the research: to apply theoretical insights from adaptation studies and analyze the perspectives of selected adaptations of works by Lithuanian and foreign authors, focusing on P. Mérimée's "Lokys," to reveal intermediate and intercultural dialogues and intersections. P. Mérimée's work, the short story "The Bear," reflects 19th-century Lithuania by combining fiction and reality. The selected adaptations of P. Mérimée's work for analysis cover the period from silent cinema to XXI opera. The change in the genre of the original work and the influence of silent cinema aesthetics on a literary work are analyzed in the silent film "Bear's Wedding" by directors K. Eggert and V. Gardin, based on a play by A. Lunačarskis. In J. Majewski's film "Bear. The Manuscript by Professor Vitembach" important to identify the visual cinematic additions, their significance, and the reflection of cultural intersections. The analysis of A. Kudinenko's film "Massacre" focuses on the change of genre, the adaptation of the literary work to popular culture, and the resulting impact on the original text. In the opera "Bear" by B. Kutavičius, J. Jurašas, and A. M. Sluckaitė-Jurašienė (interestingly, director G. Varnas recreated this opera in 2022) the most significant corrections to the original text and the use of opera as a media in interpreting a textual narrative. The stage media performance "Bear" by L. Twarkowski and A. Herbut is analyzed for its interpretation of a multi-layered narrative combining fictional and real stories, as well as the questions of truth/post-truth.

BCE2024 Virtual Poster Presentations

Assessment Theories & Methodologies

83953 | *Formative Assessment Practices of Middle School Mathematics Teachers in the Dominican Republic*
Ana De Jesus, New York City Department of Education, United States

This descriptive phenomenology study investigated middle school mathematics teachers' formative assessment practices in the Dominican Republic. The study explored three research questions about types of formative assessment strategies teachers implemented, how they used formative assessment data to make instructional decisions, and the challenges they faced implementing these strategies. Eighteen middle school mathematics teachers from public and private schools located in three southern cities of the country participated. The data collection consisted of semi-structured interviews, focus interviews, and reviews of mathematics lessons. The findings of the investigation indicate that although teachers implemented a variety of formative assessment strategies and took an active role in the process. Thus, teachers rarely engaged students in peer-assessment, self-assessment, collaborative work, and other strategies that promote students' using themselves and their peers as resources. Some teachers used formative assessment data to adjust instruction while others used it to provide academic intervention to students or to assign a grade. Finally, teachers experienced contextual and personal challenges implementing formative assessment, such students' learning gaps and motivation, large class sizes, limited resources, and time to plan and implement formative assessment. Contextual actors such relating to students' current level of performance and motivation were the most common challenges reported.

Educational Policy, Leadership, Management & Administration

83961 | *Issues with Midwife-Obstetrician Collaborations: An Analysis of Three Medical Malpractice Cases*
Yumiko Yamazaki, Kawasaki City College of Nursing, Japan

Midwives and obstetricians are involved in making critical decisions regarding the safety of both the mother and child; hence, an adequate collaboration between them is imperative. This study aimed to identify issues in midwife-obstetrician collaborations by examining three representative perinatal medical malpractice court cases between 1999 and 2021. In Japan, researching judicial decisions is considered literature research; therefore, an ethical review was not necessary. A legal database was comprehensively searched using keywords "medical accident" and/or "childbirth," yielding 122 relevant cases, of which three were selected based on specific criteria. Three cases were selected from this pool for the present study. The selection criteria focused on cases where plaintiffs prevailed and where collaboration between midwives and obstetricians played a significant role. In Case 1, the midwife's prompt recognition of potential risks and the implementation of preventive measures were deemed necessary. Case 2 highlights the importance of practical skills and decision-making. Regular training of midwives during neonatal resuscitation is crucial. Case 3 emphasizes the midwife's role in independently monitoring the fetal heart rate and accurately interpreting the readings, encouraging exercising judgment and taking appropriate action. This study emphasizes the need for midwives and obstetricians to leverage their respective expertise, maintain constant communication, and collaborate to provide optimal care and prevent medical accidents. This study highlights that solely relying on waiting for a physician's instructions is insufficient in safeguarding the life of a mother and newborn. Recognizing problems with such collaborations and addressing them in postgraduate education is essential.

Professional Training, Development & Concerns in Education

87420 | *Sociodemographic Analysis of the Beneficiaries of a Teacher Professionalization Program in Ecuador*
Blasco Moscoso, National University of Education, Ecuador
Daniel Rodríguez, National University of Education, Ecuador
Rebeca Castellanos, National University of Education, Ecuador
Laura Terreros, National University of Education, Ecuador

The Teacher Professionalization Program of the National University of Education (UNAE) in Ecuador has been a fundamental response to the need to professionalize in-service teachers without a college degree in the field of education. The Organic Law of Intercultural Education of Ecuador from 2015 stipulated that teachers who do not meet the academic grade required may be dismissed from the educational system. Between 2017 and 2023, the program has reached a large population in ten Ecuadorian provinces and has benefited 3,725 students. The present study aims to characterize the program's student population and its sociodemographic diversity to identify the scope and relevance of its results in different dimensions such as ethnicity, georeference, gender among others. The systematization, design and analysis of databases obtained from student application and enrollment processes have revealed a notable ethnic and territorial diversity. Students from ten indigenous populations and nationalities have been identified, with around 1,500 teachers self-identifying as part of communities such as Kichwa, Shuar, Achuar, Secoya and Shiwiari, Afro-descendants, Montubios and mestizos. This ethnic inclusion highlights the program's contribution to the cultural diversity of the country that has not had access to the right to high level education. Furthermore, the analysis shows a complex and remote geographical dispersion, including areas of difficult access, which indicates a systemic exclusion from access to public education, and highlights the logistical challenges faced by the program in its work to professionalize this population. The sociodemographic study of the UNAE Teacher Professionalization Program shows the diversity of its students.

Notes

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BAMC2024 Pre-Recorded Virtual Presentations

Aesthetics and Design

85015 | *Aesthetics and Sustainability in Textile Design*
Chiara Garofalo, Università Di Genova, Italy

Since 1987, when the Brundtland Report defined sustainability as meeting present needs without compromising future generations' ability to meet theirs, achieving sustainable development has focused on harmonizing human-built environments with nature. Sustainable design aims to enhance this interaction. Recently, aesthetic sustainability has emerged, integrating aesthetics into sustainable design to address circular economy challenges and sustainable business issues. "Aesthetics," from the Greek "aisthesis" (sensation), studies sensory knowledge. Aesthetic sustainability seeks to express well-being across human activities through aesthetics. Achieving sustainability requires society's education and training, incorporating ethical and aesthetic aspects. The concept of sustainable design with emotional durability focuses on products' visual impact on the environment and consumer behavior. This approach is especially relevant to Textile Design, promoting sustainable supply chains and raw materials, influencing aesthetics and industry practices. Ongoing research and development are crucial for promoting aesthetic sustainability and environmentally sustainable practices in the textile industry. Interdisciplinary collaboration among designers, environmentalists, and industry experts can foster innovation and integrate sustainable solutions into textile design and production. Consumer involvement through awareness and education campaigns can encourage responsible purchasing behaviors. Identifying specific aesthetic patterns for sustainability is key to optimizing design by enhancing sensory experiences, particularly in textiles, and exploring harmonious interactions between humans and nature.

87060 | *Bridging East and West: A Study on Convergent Aesthetic Values in Design Through Expert Perspectives*
Meizi Gu, University of Lisbon, Portugal
Anita Fang Chen, Chinese Academy of Science, China

This paper explores the common aesthetic principles in design between China and Europe, using blue-and-white porcelain (BWP) as a key symbol of cross-cultural exchange. Through interviews with experts in aesthetics and art theory, ceramic art, visual communication design, and urban landscape design, this study examines how core design elements—particularly the iconic combination of blue on white—have transcended cultural boundaries and influenced historical and contemporary practices. The findings reveal that, despite cultural differences, certain universal design principles emerge, contributing to a shared visual language that bridges East and West. By analyzing BWP's role as a cultural connector, this research highlights its potential to inspire innovative modern designs that integrate traditional aesthetics with contemporary needs.

Architecture and Urban Studies/Design

87734 | *Urbanisation and Sustainability Issues: The Impacts of Overdevelopment in Cheras, Kuala Lumpur*
Maslisa Zainuddin, Sunway University, Malaysia
Yuen Beng Lee, Sunway University, Malaysia
Nurul Hidayat Ab Rahman, University Kebangsaan Malaysia, Malaysia
Mohd Firdaus Mohd Anuar, Sunway University, Malaysia
Raan Hann Tan, Universiti Kebangsaan Malaysia, Malaysia

Since the 1970s, the rapid urban expansion of Kuala Lumpur (KL) has transformed this city into a bustling metropolis. This rapid urbanisation, while creating economic opportunities, has also brought significant urban challenges, including overdevelopment and its associated social issues. Cheras, one of the largest districts in Kuala Lumpur, is home to a million residents and encompasses residential, commercial, and educational facilities. The high population density has intensified urban challenges, including traffic congestion, overdevelopment, inadequate infrastructure, and flooding issues. As the communities in Cheras were prompted to seek effective solutions, a solution project to resolve and mitigate these issues was initiated by the All-Party Parliamentary Group Malaysia Sustainable Development Goal (APPGM-SDG). In 2022, APPGM-SDG and a Cheras-based resident association (RA) launched an intervention campaign that led to the registration of the KLRA+SD society. The initiative that began with five RAs eventually grew into sixty. The objectives of KLRA+SD were to facilitate dialogue among KL residents, members of parliament and government agencies about methods by which urban issues caused by overdevelopment and overpopulation in Kuala Lumpur can be mitigated and resolved. This paper examines how KLRA+SD highlighted urban issues caused by overdevelopment in Cheras and promoted sustainable urban development by fostering collaboration among stakeholders and engaging the public, encouraging communities to commit to continuous engagement, education, and advocacy to address urban challenges and build sustainable environments for the future.

BAMC2024 Pre-Recorded Virtual Presentations

Area Studies

80809 | *Assessing "The Toad": Satires, Acquiescence, and Political Stability in Contemporary China*
Haoguang Li, Keio University, Japan
Songqi Han, The University of Tokyo, Japan

A subculture in China, known as "moha" or toad worship, gained significant popularity on the Chinese internet in the past decade, with "ha" (the toad) referring to Jiang Zemin. This article aims to provide a comprehensive understanding of this subculture by conducting an in-depth examination of the trajectory of this phenomenon, through interviews with numerous sharers and creators of Jiang's memes, and observations of their online usage. Furthermore, this article delves into the evolution of propaganda and thought work strategies in China, seeking to uncover the origins of this subculture by analyzing the lessons the Party has drawn from its historical experiences. It argues that toad worship emerged as a product of the propaganda strategy adopted by the Party in the early 1990s. In its initial phase, toad worship was practiced with a negative intent primarily by the Chinese nationalists, and was construed as a criticism of Jiang's conciliatory approach to diplomacy. Nevertheless, it subsequently evolved into an implicit form of dissent against the current regime, mainly from the Chinese liberals, characterized by a nostalgic reverence for the Jiang era. Unlike the prevalence of cynicism in the USSR, which contributed to the disintegration of the state, the Chinese government's acquiescence toward this politically sarcastic subculture in the past decade has enhanced the regime's political stability. This article contributes to understanding the flexibility of dissent expression in China, enabling further exploration of the durability of the Communist regime in China from the perspective of ideological control.

Arts Practices

84134 | *For Seeing the Sea Sometimes Is Better to Close One's Eyes: Tongues to Name the Landscape that Grows Unseen*
Breogán Torres Gutiérrez, University of Santiago de Compostela, Spain

On the island of Arousa, in Galicia, the BioCost research group is trying to grow the *Himanthalia Elongatha* seaweed, which is endangered in the area. However, the rock on which they carry out this procedure is covered by the sea depending on the tidal movements, making it difficult for scientists to access the evolution of their work. As an artist, within the CICA Gallery program, I developed a collaboration with this group to investigate the relationship that occurs there between their work, the life of that landscape and the people of the area. Taking as a reference the work of artists such as Carme Nogueira and Irene Grau, this work will try to answer the following questions, through interviews and the creation of plastic works: What is the relationship between the movements of the sea and the people who work on it every day? Is there a feedback process between landscape and community reflected in the language spoken there? Can the replanting of seaweed also be a place of encounter to investigate the interrelationships that form the space in which it grows?

Cultural Studies

84128 | *Unveiling Valor: Local Resistance Movements Against Japanese Occupation in Siquijor*
Joven Jalbuna, Siquijor State College, Philippines

The island of Siquijor is known for its rich historical and cultural heritage, manifested in Spanish-era churches situated in its five municipalities. Despite the presence of many historical landmarks, little has been written about the island during the Spanish and Japanese eras. Therefore, to further enrich the historical and cultural heritage of Siquijor, this study has been initiated. This study investigates the local resistance on the island of Siquijor, Philippines, during the Japanese occupation from 1942 to 1943. Since most documented research from this era focuses on Luzon, this study aims to fill the gap in literature by unveiling Siquijor's wartime events. The research employs a case study design, utilizing semi-structured interviews with surviving witnesses to collect firsthand accounts of resistance activities, leadership roles, and the impact of Japanese occupation on the Siquijodnons. By analyzing oral histories and other sources, the study seeks to verify the reliability of these narratives and explore the contributions of Siquijodnons to the overall liberation efforts in the Philippines. The findings will enrich historical scholarship, preserve local heritage, empower the community, and evaluate the value of oral histories as primary sources.

88121 | *Public Library: Aggregator of Cultural Assets for Sustainability Through Shared Knowledge and Co-Creation*
Ioana Cornelia Cristina Crihană, The National Association of Public Librarians and Libraries in Romania, Romania

This paper aims to extrapolate the approach initiated by Paul P. Maglio regarding the service systems theory seen as "a configuration of people, technologies and other resources that interact with other service systems to create mutual value", through a customisation and theoretical-operational localisation in the specific field of public libraries. The concept of resilient communities denotes a complex theme with multiple social, economic, political and environmental implications, which today dominates the stage of debates on the preventive and responsible approach to the future's challenges. From the point of view of public libraries, the concept is even more diffuse, integrating a multitude of perspectives regarding the nature and complexity of the challenges faced by the librarian ecosystem in order to remain relevant in terms of the services offered to their users. It also reflects the adaptive response of knowledge communities and their desirable response regarding flexibility, sustainability and the ability to assimilate change and enable progress. Starting from a recent use case from Romania, developed in the context of the Horizon 2021-2027 project SHIFT: Metamorphosis of cultural Heritage Into augmented hypermedia assets For enhanced accessibility and inclusion, the author proposes a conceptual article about the abstracting process of the service system, to exemplify how in which cultural value can be created for the community through the co-participation of the final beneficiaries, bringing together in this sense examples from the real work environment of public libraries network in Romania, but also scientific foundations validated by the SHIFT European project consortium.

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86442 | *Intangible Heritage of Aci Trezza: Historical Reconstruction of the Rodolico Shipyard and Its Living Human Treasure*
Grazia Nicotra, Università di Catania, Italy

In the seaside village of Aci Trezza, Sicily, the Rodolico family's shipyard has been building boats since at least 1808. They use the 'mezzo garbo' construction technique, handed down orally. In 1960, the shipyard's golden age began. Salvatore Martino, aided by his sons and more than thirty workers, began building large 40-ton wooden boats, applying a modification of his own invention to the hull, to insert a third engine underboard. MisterTuri represents the old tradition, which with its ingenuity manages to revive the country's economy. In 2018, it was recognised as a Living Human Treasure. His construction techniques include the use of the 'dart of Jupiter'. The importance of its work, and of its ancestors, was recognised by the inclusion in 2014 of their 'trezzote wooden boats' in the REIS of the Sicilian Region. The decorations on the wooden boats are typical of traditional Sicilian ship carpentry. The motivations for decorating the hulls are to be found in superstitions, which elevate the boat to the status of a living being. The aim of the research is to safeguard these intangible assets, with field research involving videos, interviews and photos to form a digital archive. The study compares literary works, paintings, engravings, videos, interviews, archive documents, bibliography: to trace a continuity over time in support of the oral transmission of the technique of building wooden boats typical of Aci Trezza. It constitutes the intangible cultural heritage of a community.

Education / Pedagogy

87343 | *Is Technology What We Need to Save Our Education?: A Critical Reading of the Moroccan Textbook in the Digital Age: Challenges and Bets* by Mohamed Hamoudou
Loubna El Moncef, Dar Essalam High School, Morocco

In his work *The Moroccan Textbook in the Digital Age: Challenges and Bets*, Mohamed Hamoudou described textbook digitization as an inevitable step toward Moroccan school reform. He claimed that textbook digitalization would contribute to Moroccan education reform and also serve as a stronger alternative to paper textbooks. The latter, the writer explained, would hardly hold out against technological expansion. This paper, however, calls into question the relation Hamoudou tended to establish between school digitization and education reform. The idea here is that no one can assert with certainty that the two factors are related as long as no study confirms this. This paper argues that while Hamoudou's work remains a solid piece of research, it failed to raise and subsequently tackle fundamental questions that would allow to determine the real share of technology in school reform. Some of these questions are: does school digitization enhance the quality of education; or can it only successfully contribute to this when it interacts with other factors including teacher's competence and the relevance of teaching content? What if all these urgent calls to digitize schools merely emanate from an inner dread of being left behind, especially as technology continues to invade the world at such an unprecedented pace? Drawing upon various studies and experiences in the field of education and technology, this paper endeavors to resolve these questions, or at least initiate a serious discussion around them.

84413 | *Assessing the Feasibility of a Neuromotor Movement Programme in a New Zealand Early Childhood Centre: A Pilot Randomised Control Trial*
Leanne Seniloli, Manukau Institute of Technology, New Zealand
Kelly Jones, Auckland University of Technology, New Zealand
Charmaine Bright, Auckland University of Technology, New Zealand

Primitive reflexes are automatic stereotyped movements, present in the first year of life aiding birthing and development of motor, sensory and visual systems. Prolonged presence of primitive reflexes indicates an increased risk of neuromotor immaturity. Interventions to reduce primitive reflex involvement lead to improvements in children's motor coordination, pro-social behaviour, and academic learning. This study sought to discover if a neuromotor movement programme is feasible and acceptable in an early childhood centre in New Zealand. Using a single-centre, two-arm, single-blinded, pilot randomised controlled trial (RCT) design, 11 children (mean age = 4.2 years) were randomised to the intervention or control group. Feasibility of a conducting a full-scale trial of the intervention was quantitatively assessed by examining rate of recruitment, acceptance and effectiveness of randomisation, and participant burden. Feasibility of intervention delivery was quantitatively assessed by programme adherence and safety. Acceptability was qualitatively assessed by semi-structured interviews with parents and teachers and are discussed elsewhere. Findings supported several aspects of running a full-scale trial, such as participant recruitment (81%), effectiveness of balanced randomisation (Māori/non-Māori, age, sex), acceptance of randomisation (100%), with consistent improvements in intervention adherence and safe delivery (100%). Results suggest a future full-scale trial is feasible, with changes to the study design to increase participant assessments and regularity of delivery. Future studies can draw on strengths and recommendations, allowing greater time for intervention delivery and larger sample sizes to measure effect. This offers the potential to enhance children's learning, behaviour and physical development in New Zealand and beyond.

83820 | *Perceived Skills Acquisition Needs of Agricultural Students in Public Colleges of Education in Kwara State, Nigeria*
Adewumi Isreal, Kwara State College of Education, Nigeria
Aremu Mukali, University of Ilorin, Nigeria
Jelili Yusuf, Kwara State University Malete, Nigeria

The concept of skill acquisition is a global concept that needs to be embraced at all levels of human endeavor. Based on this, the study seeks to investigate the perceived skill needs of agricultural students in public colleges of Education in Kwara State, Nigeria. The population of the study was 1500 agricultural undergraduate students across all three public colleges. Multi-stage sampling procedure was adopted, in the selection of 150 agriculture students in all three 3 colleges of education. The instrument used for data collection was a questionnaire, while descriptive and inferential statistical tools were used for data analysis. The findings revealed that 139(92.7%) of the respondents can communicate appropriately, (92%) have a good sense of human relations, (92.5%) possess the ability to cope with academic stress, (87.5%) possess the ability to adopt innovations while 89.6% possess problem-solving skills. The results also affirm that NCE agriculture students required more skills development; in areas like innovative skills acquisition ($\bar{X}=3.50$), and leadership/management skills ($\bar{X}=3.47$) among others. The study therefore recommended that the National Commission for Colleges of Education (NCCCE) should extend the students' internship training program for agricultural students to fully acquire all the necessary skills that are relevant to the establishment and sustainability of agro-based enterprises after completion of their study.

BAMC2024 Pre-Recorded Virtual Presentations

Film Studies

84732 | *Mythic-Historical Elements and the Evolution of the Image of Dracula in Popular Culture: The Case Study of Dracula Untold*
Claudia Horeanu, University of Bucharest, Romania

Dracula is an iconic character in popular culture, with his origins tracing back to the Romanian ruler, Vlad the Impaler, from Wallachia. This research aims to analyze the evolution of Vlad the Impaler's image in popular culture, specifically in the film *Dracula Untold* (2014), identifying the associated themes, and exploring how Vlad the Impaler's figure has evolved. Hermeneutics, a research method focusing on the interpretation and understanding of texts or cultural meanings, is the primary method employed. It allows for the examination and analysis of texts to interpret the meanings and messages in *Dracula Untold* and understand how the character is presented. *Dracula Untold*, directed by Gary Shore, reinterprets the Dracula legend, blending historical and mythological elements with fiction to create the myth's origin story. The film portrays Vlad the Impaler, ruler of Wallachia, who wishes to live in peace with his family and protect his people. However, peace is threatened when Sultan Mehmed II demands 1000 boys, including Vlad's son, as tribute to train as soldiers. Vlad, with no other solution, makes a pact with a vampire devil. This pact grants him vampire powers for three days, during which he must resist the thirst for human blood; drinking blood within these three days would make him a vampire forever. This research exemplifies interdisciplinary analysis, highlighting the complexity of the Dracula character and demonstrating the subject's relevance.

Literature, Literary Studies and Theory

87599 | *Pursuing Desire: A Comparative Study of La Peau De Chagrin and the Lotus Eater and Their Relevance to Modern Life*
Hoang-Nam Tran, Tokushima University, Japan

This study presents a comparison of Honoré de Balzac's *La Peau de Chagrin* and W. Somerset Maugham's *The Lotus Eater*, focusing on the theme of pursuing desire and its consequences. By examining the protagonists' motivations, life purposes, and the outcomes of their actions, the analysis reveals how each story critiques the pursuit of desires in distinct yet complementary ways. Balzac's narrative employs a supernatural element to illustrate the existential cost of unbridled ambition, while Maugham's tale portrays the gradual decline resulting from a life dedicated solely to pleasure. The study highlights the enduring relevance of these themes to modern life, particularly in a world increasingly dominated by instant gratification and escapism. These stories offer valuable insights into the potential pitfalls of a desire-driven existence, urging a reflection on the balance between ambition, pleasure, and responsibility in contemporary society.

86630 | *Revolutionary Sisterhood: the Chinese Snake Woman and the Lesbian Girl in Cindy Pon's Serpentine and Sacrifice*
Qianyi Ma, The Chinese University of Hong Kong, Hong Kong

This essay explores the revolutionary sisterhood depicted by Chinese American author Cindy Pon in her duology *Serpentine* and *Sacrifice* (2015, 2016), set in a mythological Chinese Xia dynasty. Recalling the famous Chinese snake sisters, White Snake and Green Snake, Pon constructs an unconventional cross-species sisterhood between Skybright, a serpentine protagonist, and Zhen Ni, a lesbian girl. While "The Legend of the White Snake"—a long-evolving Chinese myth—has historically included Green Snake since Ming Feng Menglong's retelling (1624), the sisterhood between the two has often been overshadowed by interspecies heterosexual romances between snake women and human males in most adaptations. Although Pon also includes plots of romance, they never eclipse the theme of sisterhood. Notably, Pon's revisionist fiction refuses celebrations of cross-species heterosexual love, culminating instead in the sister-like heroines' defeat of a "Bluebeard" figure—the emblem of malicious patriarchal marriages. Within the traditional Chinese patriarchy, Zhen Ni, despite being a lesbian, is coerced into marrying a wealthy, ugly man who is revealed to be a monster lord conspiring to dominate the human world. The similarity between Pon's narrative and the French "Bluebeard" folklore is unmistakable. Shortly after marriage, Zhen Ni discovers heaps of cadavers in the underground of her husband's mansion. Critically, the sisters' defeat of this monster lord not only saves Zhen Ni from her ominous marriage but also precludes humanity's annihilation. Love is no longer the primary pursuit for Pon's heroines; instead, their subjectivities are achieved through the heroic task of "saving the world."

84834 | *Comparing the Marvel Masculinities of Black and Asian Superhero Characters*
Ramal Johnson, The University of California San Diego, United States

Although the United States is in the midst of a cultural reformation concerning media representation, East Asian males in particular are perennially penalized for adhering—and for not adhering—to their cultural values. Marvel Comics is experiencing a resurgence in popularity due to its string of lucrative motion pictures, and the few Asian males who are featured on the silver screen and/or on the pages of comic books are virtually imprisoned within a White American racial frame—a group of subconscious assumptions White Americans have about other races. Comparably, Black males are disposed to despotic discrimination and are indefinitely imprisoned similar to their Asian counterparts. While Asian boys and men are generally classified as asexual, intellectuals, and socially awkward, Black boys and men are classified as hypersexual, ignorant, and sociopathic. The stark dichotomy of these two demographics deserves a deep analysis considering they perpetually persist on polar opposites of the American masculinity spectrum. Despite the divergence, Asian males and Black males face similar struggles that have not been widely addressed. The assumptions regarding their presentations of masculinity more often than not are used to justify their treatments in the workforce, and their treatments are routinely reflected in Marvel comic books and motion pictures. This study notes how Marvel Comics and the American workforce maintain the same stereotypical ideas of Black and Asian capabilities.

BAMC2024 Pre-Recorded Virtual Presentations

84635 | *Social Media Usage Patterns and Predictors: A Comparative Study of Facebook, Instagram, and Twitter*
Tal Laor, Ariel University, Israel

This study employs the symbolic interactionist approach to examine demographic influences on social media usage, aiming to explore differences in consumption patterns and predict associations between demographics and interactive and active use across three leading social networks. A representative sample of 501 participants completed an online survey distributed by a research institute adhering to international guidelines and ESOMAR criteria. The findings were analyzed statistically. The results indicate that gender, age, marital status, and education level can predict the frequency of overall use, active use, and interactive use of social media. Specifically, women use Facebook and Instagram more frequently and are more interactive users than men, whereas men use Twitter more frequently. Younger and single individuals use Instagram more frequently and actively compared to older and married individuals, respectively. Additionally, individuals with lower educational attainment are more active on Facebook and Instagram and more interactive on Instagram. Interpreting these findings through the lens of symbolic interactionism, the study suggests that social media platforms offer members of disadvantaged groups—such as women, singles, younger adults, and individuals with lower education levels—an opportunity to connect with larger communities that share their cultural values, challenging traditional role norms.

BCE2024 Pre-Recorded Virtual Presentations

Adult, Lifelong & Distance Learning

84624 | *Mentoring in the Design and Facilitation of Workshops to Promote Professional Well-Being in Child Care and Protection Workers*
Nataschia Bobbo, University of Padova, Italy
Marco Ius, University of Trieste, Italy

The study examines a training program aimed at equipping coordinators and managers of childcare and protection services working with families in a vulnerable situation in a region of central-northern Italy with the skills to design and deliver workshops aimed at improving the quality of working life (Stamm, 1999; Figley, 1993). This program, which lasted from January to September 2022, was part of a broader training and research initiative following a critical-emancipatory paradigm CEP (Denzin, Lincoln, 2023) which aims to enable service coordinators to independently design and facilitate workshops (adaptable in terms of group size, methodology and scheduling) being supported by university researchers by the means of a mentoring path. The data collected show: 1) a preference for more emotionally neutral topics (self-evaluation and self-care strategies); 2) some difficulties expressed by the coordinators in taking on this task and their request for an external facilitator; 3) both desires and difficulties expressed by the operators in dealing with their own emotions. The aim of the paper is to explore and reflect on the participants' perspectives rather than to explain them: the idea is that, in addition to what the literature says about better training design from a theoretical point of view, as educators we also need to understand what could have been an effective training path for the people working with vulnerable families we encounter, because giving them a voice was the only way to make them see that they were co-designers of the training (Giroux, 2020).

83419 | *Investigating the Impact of Technology on Adult Learners in a Distance-Education Mentoring Program for Women Leaders*
Ann Wheeler, Texas Woman's University, United States
Holly Hansen-Thomas, Texas Woman's University, United States
Jörg Waltje, Macomb Community College, United States

In this qualitative study, the researchers examined the usefulness of certain technologies [e.g., Zoom, National Center for Faculty Development and Diversity (NCFDD) webinars/workshops, Google Drive, and WhatsApp] utilized during a two-year distance-education based mentoring program for adult learners enrolled in graduate school in the southern United States called [Wo]Mentoring. The [Wo]Mentoring project is a competitive, grant-funded program designed to support adult graduate students exploring future leadership positions both in academia and in industry. Data collection consisted of analyzing written responses to four sets of online surveys/reflections about the program from fall 2021, spring 2021, fall 2022, and spring 2023 semesters. Findings included reflections related to certain technologies and their utilization during the online program, as well as implications for developing mentoring and leadership projects. Future research and iterations of the program with current modifications to technology components will be discussed.

Challenging & Preserving: Culture, Inter/Multiculturalism & Language

85282 | *Shift to Inclusion – Preliminary Exploration of Assistive Solutions Based on Artificial Intelligence by Persons Belonging to Vulnerable Groups*
Ioana Cornelia Cristina Crihană, The National Association of Public Librarians and Libraries, Romania

This article reflects the experience of the National Association of Public Librarians and Libraries in Romania (ANBPR), as a use case provider within the Horizon 2021-2027 project entitled SHIFT: Metamorphosis of cultural Heritage Into augmented hypermedia assets For enhanced accessibility and inclusion, in surveying the interest of library service non-users, visually and hearing impaired people, persons with locomotor problems and belonging to the autistic spectrum, for the use of assistive technological solutions based on Artificial Intelligence, designed for libraries and museums. The current research is based on the interpretation of the answers of 30 participants belonging to vulnerable groups to a Questionnaire on the European Cultural Heritage and to a Structured Interview, both intended to probe to what extent individuals with different disabilities can fully benefit from the cultural heritage in libraries and museums in an accessible, appealing and inclusive way. The research efforts focused on the evaluation of different behavioral patterns dictated by certain barriers of non-users of cultural services (visually & hearing impairment, locomotor disability or autism spectrum disorder) and on the way in which the SHIFT technological solutions, such as Text to Text Speech, Image to Speech, Generative Adversarial Networks (GANs), Navigation on Large Scale Models, Landscapes to Soundscapes, etc., designed by SHIFT partners, are able to bring cultural heritage closer to people belonging to vulnerable groups.

Counselling, Guidance & Adjustment in Education

84853 | *The Orienta4VET Interactive Guide: A Tool for Guidance in Vocational Education and Training*
Marisol Galdames Calderón, Universitat Autònoma de Barcelona, Spain
Cecilia Suárez Rivarola, Universitat Autònoma de Barcelona, Spain

The Orienta4VET project, a transnational Erasmus+ initiative, highlights the importance of guidance in Vocational Education and Training (VET) in Germany, Denmark, Portugal, Romania, and Catalonia (Spain). This article presents results from the Catalan context. The objective of the project is to raise the visibility of VET by analysing the risk factors that may affect its students and offer practical strategies to prevent school dropout. The team conducted semi-structured interviews and focus group discussions in 21 VET centres, including eight in Catalonia, focusing on four key dimensions: guidance, holistic approach, systematic approach, and empowerment. Data were organised in a Microsoft Word matrix to facilitate international collaboration and were thematically analysed using MAXQDA, employing coding and categorisation to identify connections between variables and dimensions. In Catalonia, 70 risk factors were identified across five dimensions: personal, family, social-relational, institutional, and structural-systemic, aiding in understanding the challenges faced by VET students. This analysis enabled the development of the Interactive Guide Orienta4VET, a dynamic and accessible tool for VET counsellors, administrators, and tutors. The Guide's strategies are organised according to the identified risk factors, facilitating their consultation and application based on the specific needs of VET centres. The Orienta4VET project represents a significant contribution to public policies and education. The Interactive Guide is useful for guidance professionals and offers a model for analysing factors affecting student trajectories in VET. By providing access to proven and innovative methods, the guide enhances the educational experience and success of VET students in Catalonia and other contexts.

BCE2024 Pre-Recorded Virtual Presentations

83394 | *Rationale, Structure and Results of Distance Career Interventions: Systematic Literature Review*

Célia Sampaio, University of Minho, Portugal
Catarina Carvalho, University of Minho, Portugal
Maria do Céu Taveira, University of Minho, Portugal
Ana Daniela Silva, University of Minho, Portugal

Due to global technological advances, psychology professionals have experienced constant changes in their daily routines. The field of career development and vocational psychology is no different. Amplified by the adjustments brought about by the circumstances of the pandemic, there has been an increased demand for and development of various distance intervention methodologies. This study presents a systematic literature review of distance career interventions for diverse groups of the population, focusing on (1) which theoretical rationale, (2) groups of the population, (3) structure, and (4) evaluation. The systematic literature review includes articles published between 2010 and 2023 and available in three different scientific databases. Eleven keywords and five eligibility criteria were defined. Of the 719 articles collected, 17 were retained for meta-synthesis. The results showed a predominance of (1) two theoretical rationales, (2) a sample of university students, (3) group career counseling, and (4) pre- and post-test evaluation systems. Although there has been an increase in the number of publications in recent years, there are still few studies conducted to evaluate distance career interventions. There are also few studies with different target populations. In this sense, indications for future interventions and studies are given. As well as the implications of these studies for practice.

83395 | *Career Construction Counseling: Exploring Intervention, Intensity, and Outcomes*

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Patrícia Almeida, University of Minho, Portugal
Maria do Céu Taveira, University of Minho, Portugal
Filipa Silva, University of Minho, Portugal
Paulo Cardoso, University of Évora, Portugal
Ana Daniela Silva, University of Minho, Portugal

Mark Savickas's Career Construction counseling model aims to help individuals develop a narrative identity that gives meaning to their transitions, helps with emotional regulation, and allows them to project into the future, encouraging them to act. Supporting the reconstruction of narrative identity promotes the emergence of new career plans in a constantly changing and transitioning context. This study utilized real counseling cases based on the career development counseling model to analyze the effectiveness of the intervention in relation to the number of sessions attended. The sample consisted of 43 participants, including 29 (67.4%) women and 14 (32.6%) men, with ages ranging from 18 to 52 years ($M = 28.79$; $SD = 8.847$). Participants completed a sociodemographic questionnaire and measures of vocational identity, certainty, career decision-making, depressive symptoms, and psychological stress at the beginning and end of counseling sessions. Results of a t-test comparing means revealed no significant difference in intervention outcomes between the group receiving three sessions and the group receiving four or more sessions. Furthermore, Spearman correlations indicated a negative relationship between decision-making ability at the end of counseling and the number of sessions attended. In conclusion, the effectiveness of the counseling model did not appear to be consistently influenced by the number of sessions, with an increasing number potentially negatively impacting decision-making abilities. These findings suggest the need for further research to explore factors that could enhance the effectiveness of this counseling model.

Curriculum Design & Development

84963 | *Critical Media Literacy Course for School Teachers: A Case Study of Syllabus Design and Implementation*

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Gulmira Tazabekova, O.Zhanibekov South-Kazakhstan Pedagogical University, Kazakhstan

This study examines the development and implementation of a critical media literacy course, designed as a part of the Scaffolding Pedagogical university development project, which was conducted in Kazakhstan during 2023-24. This project aims to provide methodological support to regional teachers in developing original educational courses. The theme of our course was chosen due to the rapid evolution of media and the increasing use of artificial intelligence in content production that led to the necessity of critical analysis skills development and integration of media literacy into teaching practices. The course was designed using backward design and constructive alignment theory, encompassing theoretical foundations, practical applications, and hands-on exercises to offer a comprehensive approach to media literacy education. A robust methodology was employed to evaluate the effectiveness of the syllabus, involving surveys of school teachers across several regions in Kazakhstan, participant feedback, classroom observations, and evaluations of teachers' lesson plans. Results indicated that the course significantly enhanced teachers' abilities to critically engage with media and incorporate media literacy into their curricula. Teachers reported increased confidence in facilitating discussions about media content and observed improvements in their students' critical thinking skills. The findings contribute to developing a competency-based model for 21st-century educators, emphasizing the importance of tailored professional development programs in media literacy. This case study provides a model for designing effective media literacy courses adaptable to various educational contexts, underscoring the long-term potential for improving instructional practices and student outcomes.

BCE2024 Pre-Recorded Virtual Presentations

80120 | *Metadisruption with AIED – A Defence of a Future Art School Built on AI and Immersive Technology*
Timi O'Neill, University of Wales Trinity Saint David, United Kingdom

Bernard Steigler's view on technology as being both cure and poison is even more relevant today. The advent of Artificial Intelligence (AI) has sparked profound questions about the nature of consciousness, creativity, and the boundaries of human experience. Within art education, these discussions have been located more around the use of such things as Chatgpt and Midjourney in aiding the writing of papers and the creation of artworks. Many educators see such programmes as diminishing an authentic expression of creativity. This presentation seeks to create a defense for using AI within teaching and learning and to help create a new concept of an art school for the future. My premise is, that if we use object-orientated ontology, we can give the technology a respected place to work from. This is a realization that we are encountering a Copernicus-like revolution within the art education sector, one where humans will share their future creativity with AI. The evidence to support this will be through the embedding of AI and immersive tech within the classroom curriculum to see how the students create new forms of practice and research with AI. The research methodology will be primarily autoethnography and the subject groups will be doctorate-level art and design students.

Design, Implementation & Assessment of Innovative Technologies in Education

84120 | *Investigating How AI Technology Can Enhance Instruction of Future Teachers*
Ann Wheeler, Texas Woman's University, United States
Shannon Driskell, University of Dayton, United States
Sarah Cooley, Texas Woman's University, United States

In this qualitative study, the authors investigated how the use of AI technology, specifically Magic School AI, in a STEM methods course for secondary teachers in the southern United States impacted a class of 10 preservice teachers' opinions about using such technology to create lesson plans and assessments. Data collection included analysis of Google Form reflections from three separate assignments utilizing Magic School AI throughout the spring 2024 semester. Findings suggest that all of the preservice teachers found the AI technology had benefits, as well as drawbacks, for creating lesson plans and assessments with 9 of the 10 participants stating they would use it again in their future classrooms. Sample student work and reflections will be shared with a discussion of modifications for future research.

85821 | *Computational Modeling of Morphologically Rich Languages – The Case of Nouns in Albanian Language*
Anila Çepani, University of Tirana, Albania
Adelina Çerpja, Academy of Sciences of Albania, Albania

The Albanian language, characterized as synthetic-analytical, presents a rich system of inflection that poses significant challenges in developing computational models for morphological analysis. This study aims to construct a computational morphological model for the nominal system in Albanian, with a focus on nouns, which exhibit various grammatical categories and forms including number (singular and plural), gender (masculine, feminine, neuter), case (nominative, genitive, dative, accusative, and ablative), and definite and indefinite forms. The initial phase involves a thorough analysis of the morphological structure of the Albanian nominal system, identifying its grammatical categories, forms, and construction mechanisms, such as endings, inflectional suffixes, stem alternations, suppletion, and combinations. A precise methodology was employed to address these complexities, developing formulas based on different noun stems to encompass all possible forms for each grammatical variation. These formulas are crucial for generating different forms, aiming to minimize manual intervention and streamline the automatic completion of nominal forms. The next phase entails evaluating the developed models by comparing their results to manually constructed forms, thereby enhancing accuracy and efficiency. The effectiveness of the models is validated through real applications, such as Albanian spell checking. These models are indispensable for developing applications for spelling and grammar in Albanian, as well as other NLP applications, thereby advancing natural language processing tools for the Albanian language.

85795 | *Online Course Implementation Project at the College of Sciences and Humanities (CCH-UNAM): Facing New Paradigms in Education from Scratch*
Luis Miguel Ángel Cano Padilla, National Autonomous University of Mexico (UNAM), Mexico

The National Autonomous University of Mexico (UNAM) serves over 370,000 students, with a third in high school. The COVID-19 health emergency significantly impacted this population, causing educational setbacks due to the absence of a strategy for remote learning. To address this crisis, we initiated the development of an educational platform to ensure the continuity of distance learning, aiming for completion within three years. This project includes teacher training, course design, study materials, activities, and assessments in virtual classrooms. Using a mixed-methods approach, we combined qualitative and quantitative research techniques. The design phase involved needs assessment surveys among students and teachers to identify key focus areas. Based on these insights, we developed a phased implementation plan, starting with pilot courses and gradually scaling up to include all subjects. Each project phase was meticulously documented, covering training sessions, course development, and feedback mechanisms. Data collection methods included surveys, interviews, and platform usage analytics to evaluate effectiveness and engagement levels. Regular feedback loops were established to refine and improve the platform based on user experiences. The project is aimed to provide immediate solutions to pandemic related challenges and establish a sustainable framework for future contingencies. Preliminary findings indicate positive reception among students and teachers, with increased adaptability to online learning. Reflections on the role of teachers and classroom spaces have provided valuable insights for creating a resilient education system.

BCE2024 Pre-Recorded Virtual Presentations

84925 | *Towards an Effective, Ethical and Equitable Use of AI in Moroccan Higher Education: Challenges and Future Prospects*
Nourreddine Menyani, Ecole Normale Supérieure, Meknes, Moulay Ismail University, Morocco

The newest revolutions in Artificial Intelligence (AI) have transformed the entire world across the board. Following the unprecedented developmental pace of AI in the field of education, educational institutions have become required to reasonably put up with this fast-growing technology. AI also has the capacity to introduce novel and innovative teaching and learning practices, which can have an impactful effect on education. This paper explores the utility and effectiveness of AI in the Moroccan educational context, investigates the impact of AI on students' academic performance from both teachers and students' perspectives, and identifies the potential challenges of AI in the EFL contexts. The ultimate objective is to identify the indispensable competencies for participants to acquire in this AI age to efficiently adopt AI in the teaching and learning operation. To attain these objectives, the present study adopts a mixed-methods design based on a survey, an interview and a writing assignment. The findings imply significant impact of AI on students' academic performance because of the low-skill and misuse of AI applications. The results also disclose potential negative aspects, including ethical issues, over-reliance, and possible not-to-know concerns on how to implement AI in education. It is therefore mandatory for teachers and learners to be made aware of how AI can effectively be used to promote their capacities. This can be accomplished through identifying and helping learners and instructors acquire AI competencies and skills which ensure that everyone is in a fit state for a context in which AI is ever-present and inescapable.

84960 | *Participatory Ed Tech: Collaborative Design of Education Technology for Translocal Non-hierarchical Social Movement Learning*
Jonathan Langdon, St. Francis Xavier University, Canada
Daren Okafo, University of Bristol, United Kingdom

This presentation shares the experience of collaboratively designing a knowledge exchange and restorying platform with a network of social movements and activist scholars from Ghana, South Africa, Canada and Guatemala. These movements focus on the natural resource extraction, homelessness, the climate crisis, and dispossession of indigenous livelihoods. The network follows a social movement learning approach, based in critical adult education concepts of learning in struggle, as well as participatory translocal knowledge-sharing that avoids knowledge hierarchies through mutual meaning-making processes. Fundamental to this knowledge sharing are stories of movement learning, and how those stories are revisited through engagement with other movements as well as through struggle, leading them to become restored. Given the current geopolitics of our world, where the mobility of those at the frontline of movements of the poor and disenfranchised are often curtailed (entry visa refusals, criminalization of activism, etc.), it has made the importance of online meeting spaces for mutual meaning-making a key feature of this partnership project. In addition to meeting spaces, a platform that allows for collective sharing of stories, the ability to give feedback on them, and to then publish these stories through social media platforms, was part of the research design. The presentation shares how this platform came into existence, and the challenges and collaborative learnings that occurred along the way. It will be useful for anyone engaging in educational technology design in an international, multilingual context, where the users of the technology are on the front line of our world's current crises.

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

84863 | *Breaking Neoliberal Rules: Meeting the Other*
Giulia Elardo, University of Padua, Italy
Natascia Bobbo, University of Padua, Italy

Training tame workers, nurturing empty children and adolescents who need skills that are expendable *hic et nunc*. Schools are becoming large discount stores (Mc Laren, 2015) and young people, like ghosts in the corridors, are increasingly struggling with a latent disorientation, a pervasive sense of loneliness and resignation. Sartre's statement «L'enfer c'est les autres» (1944) seems to have been adopted as the leitmotif of the neoliberal system. The symptomatic landscape of fragility is dramatic, but there is a lack of greater concern for the stories of these young people, which are less and less listened to. In this sense, an exploratory study with a qualitative-quantitative methodology was carried out, during the school year 2022/2023 in some high schools in the provinces of Padua and Treviso (Italy). Among the core elements attributed to adolescent fragility, increasing relational difficulties (Barone, 2018), become the focus of our research. Starting from a critical emancipatory perspective (Denzin&Lincoln, 2023), the data collected return many suffering Italian students (35% of the 'fragile' adolescents state that they have never communicated their state of malaise to their classmates), but someone who retains a democratic soul: 33% of the participants state that they have often experienced support and solidarity from their classmates. A widespread sense of isolation and loss of self-identity raises the educational challenge of rediscovering the value of the other, of relationships, and of promoting a school that is a guardian of democratic values (Giroux, 2018), including an emotional development (Mortari, 2017). The choice is ours alone.

BCE2024 Pre-Recorded Virtual Presentations

87957 | *Early Childhood Political Education: The Role of Media in Shaping Democratic Awareness*

Raphaela Tkotzyk, TU University Dortmund, Germany
Johanna Lategahn, TU Dortmund University, Germany
Gudrun Marci-Boehncke, TU Dortmund University, Germany
Thomas Goll, TU Dortmund University, Germany
Eva-Maria Goll, TU Dortmund University, Germany
Michael Steinbrecher, TU Dortmund University, Germany

Democracy thrives on participation (Endeward et al. 2016). The active engagement of citizens in society depends on their political understanding, which requires both knowledge and political awareness. This awareness is cultivated from childhood (Marci-Boehncke, Rath & Rusch 2023), as "childhood is not a politics-free zone, and children's lives are by no means apolitical" (Belwe 2005). Children enter the school system with prior exposure to political education, but where does this early political understanding originate, and what socio-political knowledge do they possess? The interdisciplinary research project PoJoMeC at TU Dortmund, funded by the Federal Agency for Civic Education, investigates these questions. The project emphasizes the relationship between media and world understanding (Goll et al. 2023), as media act as "mediators of the world and generators of worldviews, shaping our perception of reality" (Rath 2014). This is particularly significant in the context of politics. Mass media and the communication about them plays a critical role in early childhood education. This is also reflected in the educational principles for children aged 0 to 10 in North Rhine-Westphalia by highlighting media as one of the crucial "influences in the constantly evolving world of children" (MFKJKS 2016). This paper presents the findings from the first phase of the PoJoMeC research project, focusing on how socio-political knowledge is acquired through media, family, and early childhood education institutions such as kindergartens. The study also examines the role of daycare centers as the first non-family institution providing democratic experiences for children (vbw 2020, BMFSFJ 2020).

87733 | *Education as a Factor of Sustainable Human Development in Chad: Theoretical Analysis of the Role of the NGOs*

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Miguel Ángel Gimeno Navarro, Universitat of Jaume I Castellón, Spain
Miguel Ángel López Navarro, Universitat of Jaume I Castellón, Spain

As it was highlighted in the Dakar forum (2000), the educational systems in Sub-Saharan Africa and, specially, in Chad need a deep reform. Although there has been some progress, these systems present significant limitations as a driving force for development. In Chad, the educational sector has benefitted from international aid, with Non-Governmental Development Organizations (NGDOs) as the main actors in the process of the development of education in the country. The present work studies the role that NGDOs play as a catalyst of education for development in the Republic of Chad. Based on a documentary review of secondary sources and the use / exploration of various databases, 30 education projects and/or programs, carried out by different NGDOs during the last ten years, have been analyzed. The context of their establishment and their contribution to the education for development in Chad has been examined. The results show that NGDOs are an essential asset to achieve an education that is a driving force for development. On a theoretical level / In the theoretical framework, the projects and/or programs studied are presented as a significative contribution to the improvement of the educational offer for development and the social transformation in Chad. Moreover, the presence of NGDOs help towards: a) the empowerment of the beneficiary population; b) the formation of local and international networks necessary for all the diverse partners in the educational sector to work in synergy; c) the good local and international governance, with emphasis on sustainable human development.

Educational Policy, Leadership, Management & Administration

86364 | *Inclusive Leadership Under the Scope of the External School Evaluation Program in Portugal*

Jennifer Silva, University of Aveiro, Portugal
Diana Oliveira, University of Aveiro, Portugal
Alexandre Ventura, University of Aveiro, Portugal

In Portugal, within the framework of New Public Management, the autonomy of schools has been strengthened, and school leadership is required to assume greater responsibility in adopting inclusive responses tailored to the diversity and individuality of students. Since 2018, the 3rd cycle of the External Evaluation Program for School by the General Inspectorate of Education and Science (IGEC) has been underway, aiming to verify the implementation of educational policies and promote continuous improvement. This cycle differs from previous ones by valuing the promotion of equity and inclusion of students, emphasizing teaching and learning processes, and incorporating lesson observation. Furthermore, there is a reinforced commitment to inclusion by the Central Administration and educational organizations, aligned with the Sustainable Development Goals of the United Nations' 2030 Agenda. This study aims, through literature review and analysis of reports produced by IGEC under the mentioned Program, to understand how inclusive policies are implemented by leadership. Reports from external evaluations conducted in 2023/2024 at public non-higher education institutions in the central region of Portugal will be analyzed using MAXQDA software. The focus will be on the domain "Leadership and management" within the framework of the mentioned Program. The content analysis of the reports will focus on three categories defined by IGEC: i. Ratings obtained; ii. Strengths; iii. Areas for improvement. Under the framework of administrative and educational policies, this study aims to contribute to greater clarification, production, and dissemination of knowledge on how leadership implements inclusion policies.

BCE2024 Pre-Recorded Virtual Presentations

87953 | *Inclusion and Diversity in Erasmus+ Program Applied in Petroleum-Gas University of Ploiesti, Romania*

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Alina Brezoi, Petroleum-gas University of Ploiesti, Romania

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Alexandra Portoaca, Petroleum-gas University of Ploiesti, Romania

The globalization of the higher education system in Romania has a primary role in improving the quality of the educational act. The Petroleum-Gas University of Ploiești, Romania, is part of a group of universities that sets objectives and strategies for internationalization, which are necessary in order to increase the degree of absorption of international students and researchers, improve the quality of education and research, develop partnerships and participate in international projects. The inclusion and diversity strategy applied within the Erasmus+ Program helps to reach and support young people with fewer opportunities in the best possible way and creates a transparent framework to facilitate access to many different projects. The work consists of a study that evaluates, identifies and removes all possible barriers, leading to an increased support for students to be part of the program and to benefit from the facilities offered by it. Based on surveys that were sent to all the previous participants in the program, we were able to identify the causes of discrimination based on cognitive and behavioral prejudices, where they existed, to encourage people with special needs to participate in the program, to find solutions for making the program beneficial for them (suitable accommodation, travel assistance, medical assistance, support equipment, customized learning materials, an accompanying person for students and staff with disabilities), to compensate for the difficulties encountered by beneficiaries with physical, health-related problems, to apply the principle of the second student in the family and support its development, to identify and help beneficiaries.

Educational Research, Development & Publishing

86118 | *Bridging 21st Century Skills and ICT Integration in Physics Education: A Bibliographic Analysis*

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The integration of Information and Communication Technologies (ICT) in education has the potential to significantly enhance teaching and learning. While existing studies offer numerous recommendations for using ICT in education, they often lack a clear description of the didactic purposes and the specific 21st century skills that can be developed through these technologies. Moreover, many studies focus on the phenomenological aspects without addressing the psychological and physiological justification for the proposed methods. This study aims to address these gaps by conducting a comprehensive bibliographic analysis to determine the didactic goals of using ICT in physics lessons, to compare these goals with the 21st century skills that can be developed through specific ICT tools. Our objective is to provide a clearer understanding of how ICT can be effectively employed to foster both subject mastery and essential modern skills. A systematic search was conducted across multiple academic databases, including Google Scholar, Web of Science, and Scopus, focusing on publications from the last 5 years. We identified 23 relevant studies and analyzed them using qualitative content analysis techniques. Our findings indicate that ICT in physics education serves multiple didactic purposes, which align closely with the development of 21st-century skills. Despite these benefits, the analysis also highlighted a need for more research on the psychological and physiological impacts of ICT use in education. The study concludes with recommendations for clearly defining the didactic purposes of ICT tools and considering their broader implications on student development.

84897 | *The History of Architecture II Between Analog and Digital: Analysis of the Architecture of the Historic District of Quito, Ecuador*

Franklin Cuenca Soto, Universidad Técnica Particular de Loja, Ecuador

María Delgado Cruz, Universidad Técnica Particular de Loja, Ecuador

The good teaching practice "The History of Architecture II between analog and digital: analysis of the architecture of the historic center of Quito - Ecuador" presented a detailed study of the baroque architecture in the historic center of Quito. The objective of this work was to improve the learning process of architectural history in students, compared to results obtained in previous semesters and the degree of difficulty of the subject due to the theoretical content, effectively integrating the practice. The work was divided into four phases: First Phase master classes for understanding and questioning of the information; Second Phase field work in Quito visiting 8 emblematic churches; Third Phase elaboration of high quality analog graphic representations; and Third Phase dissemination of the project through a digital catalog presented in social networks. This practice highlighted the importance of combining theoretical learning with practical experience in architecture, as well as the relevance of high quality graphic representation in the dissemination of the results obtained in the research. The integration of these phases allowed students to acquire a deep knowledge of baroque architecture and its impact on Quito's cultural heritage.

BCE2024 Pre-Recorded Virtual Presentations

85154 | *Analysis of Hospital Environments in Resident's Medical Training*

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Ilicia González-Mundo, Coordinación Nacional de Investigación, Mexico

Rodolfo Lehmann-Mendoza, Subdirección de Servicios de Salud, Mexico

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Hospital environments are mainstays in education of medical specialists, providing Clinical Learning Environments (ACA), essential for resident's medical training. Consequently, instruments like ACA-UNAM-MEX have been developed to analyze educational processes in Mexico's healthcare services. Evaluate ACA in 8 medical units using ACA-UNAM-MEX, aiming to identify areas for improvement and strengthen resident's medical training. A cross-sectional observational study was conducted, applying ACA-UNAM-MEX to 690 residents from 8 PEMEX hospitals in 2023. This instrument evaluates 4 dimensions: Interpersonal Relationships (IR), Educational Processes (EP), Institutional Culture (IC) and Service Dynamics (SD), considering the interaction of professors and adjunct professors. Central tendency measures and correlation analysis were calculated between variables such as gender, hospital, specialty, and age. The overall score was obtained from the interaction of professors ($M=88.34$) and adjunct professors ($M=88.39$) with their residents. Gender showed statistical significance in RI ($p \leq .001$) and PE ($p \leq .05$), reflecting higher scores in men compared to women. Surgical specialties showed a higher IR score ($p \leq .001$) compared to clinical specialties. The age group of 40-49 years obtained a higher score than younger age groups in PE ($p \leq .05$) and IC ($p \leq .01$). Evaluating ACA in medical residencies underscores the importance of analyzing hospital environments that foster learning and skill development. Male gender obtained higher scores in interpersonal relationships, surgical specialty residents might exhibit better social skills, and residents over 40 years showed a greater sense of cultural belonging. Continuous evaluation and gender-sensitive policies are vital for improving these training environments.

Higher Education

84035 | *Cross-Validation of Perception of Inclusion Questionnaire in Higher Education*

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Kam Weng Boey, The University of Hong Kong, Hong Kong

Chi Wai Kwan, The University of Hong Kong, Hong Kong

Background: A measure named Perceptions of Inclusion Questionnaire (PIQ) was originally developed to assess primary school students' perception of inclusive education. It measures students' school well-being, social integration, and academic self-concept. Objective: This study cross-validated the PIQ for application to students in higher education. Methods: A questionnaire consisted of items of sociodemographic characteristics, PIQ, and criterion measures was put online in an institute of higher education to invite students to complete it within 10 days. Participation was voluntary and anonymous. Results: A total of 549 students (mean age = 23.5 years, SD = 7.2, 69% were females) completed the online questionnaire. Data analysis indicated that the reliability of school well-being, social integration, and academic self-concept, and the total scale was satisfactory (Cronbach's $\alpha = .84, .84, .85$, and $.88$ respectively). Construct validity of the PIQ was demonstrated by its positive relationship with psychological well-being and self-esteem ($.56$ and $.39$ respectively, $p < .001$) and its negative relationship with psychological distress ($-.36$, $p < .001$). The HTMT (Heterotrait-Monotrait) ratio of school well-being, social integration, and academic self-concept ($.33$ to $.48$) was below the threshold of $.85$, confirming the discriminant validity of the PIQ subscales. Exploratory and confirmatory factor analysis also provided empirical evidence for the 3-factor model of PIQ. Conclusion: PIQ was cross-validated among students in higher education. It can be used to assess perception of inclusion education at the tertiary level.

84671 | *Course Redesign in Higher Education: Linking Student Content Creators with Local Non-Profit*

Leslie Rush, University of Hawaii West Oahu, United States

Higher education faculty are tasked with providing students with unique and creative opportunities to explore real-world exposure and experience. Content creation puts students in the driver's seat for learning and application of course content. This paper discusses the redesign of a senior-level Business Communications course at a public four-year institution in Hawaii through project-based learning and content creation, linking students with their community. The course redesign provided a creative platform for students to create, collaborate, and share their original work with a local non-profit focused on giving back to the community. Faculty utilized High Impact Practices (HIPS) in the course redesign to fuse creative and collaborative assignments with community-based learning. The utilization of Open Educational Resources (OER) was selected for the course redesign chiefly for its openly licensed format, increasing equity and access to learning materials (Van Allen & Katz, 2020). OER provides zero-cost course content, essential for the underserved student populations hit notably hard during economic dips (Colvard et al., 2018). The course redesign provided a hands-on approach that required students to develop their research and critical thinking skills while allowing for creativity and collaboration with stakeholders. Students created an e-portfolio of content focused on the non-profit's primary goals. Each portfolio consisted of numerous writing assignments aligned with a theme. The course utilized peer reviews and instructor feedback to revise and rework the e-portfolio in preparation for sharing or publication. The final student portfolios were made available as OER to contribute back to the nonprofit organization and educational community.

BCE2024 Pre-Recorded Virtual Presentations

86456 | *Factors that Affect University Student Failure*

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Neydi Gabriela Alfaro Cázares, Universidad Autónoma de Nuevo León, Mexico
Yazmany Jahaziel Guerrero Ceja, Universidad Autónoma de Nuevo León, Mexico

School failure is a very important phenomenon, since it generates a series of short and long-term effects. Among these effects we can mention: loss or delay of the school cycle, emotional and psychological impact, economic pressure, social effects, etc. It was decided to carry out a quantitative, non-experimental design, and cross-sectional research, with the objective of identifying those factors that lead to failure in students of a public university in northern Mexico, in order to reduce failure rates. A 52 items instrument was developed, grouped into 7 dimensions, with a dichotomous option for student response. Cronbach's Alpha measure was used, obtaining .895, which represents a high reliability. The results by dimension, according to the frequency analysis, indicate for Vocational Guidance that the causes were lack of previous knowledge and the selected career was not the right one. For the Learning Tools those results showed that the doubts were not exposed in a timely manner and the study methods were not appropriate. Concerning Pedagogical Skills those results indicated that the teacher's explanation was not clear and the exercises in class were not enough. Relating to the Teaching Resources, there was a lack of practice on the topics seen and advising. Regarding Motivation shows that they had little time to study outside the classroom and little motivation during classes. With regard to the evaluation results indicated that extra points were missing and for Course Management, the professor did not promote a participatory environment and did not show accessibility.

87934 | *Challenges in Higher Legal Education: Preparing Children's Rights Lawyers for a Sustainable Society*

Milena Banic, Södertörn University, Sweden

A sustainable society requires investing in children and effectively implementing their rights, which involves not only a solid legal framework and well-developed system support but also professionals who grasp the complexities of applying the principles of children's rights in various contexts. Ensuring access to justice requires children's rights lawyers who possess practical knowledge and a wide range of competencies to adapt to new realities and contribute to a sustainable society. This paper investigates the knowledge, skills and attributes that lawyers need in 21st century to meet these demands and examines the challenges within higher legal education. The research seeks to answer two questions: What competencies do lawyers need to foster a sustainable society aligned with the 2030 Agenda for Sustainable Development, ensuring no child is left behind? To what extent does the higher legal education system equip students with these competencies? Based on desktop research, content analysis of law curricula in Sweden and Serbia, and ongoing empirical research involving interviews with legal and other professionals, this study offers insights relevant not only for Sweden and Serbia, but for other countries as well, providing valuable insights for changes in higher legal education to better prepare lawyers to meet the demands of protecting children's rights and contributing to the building of a sustainable society. The paper is part of a postdoctoral research project titled "Lawyer's Practical Knowledge of Children's Rights Principles towards Sustainable Society – Experiences of Sweden and Serbia", funded by The Foundation for Baltic and East European Studies.

International Education

86651 | *International Education: Intersectionality of Teacher Self-Efficacy and Intercultural Competence*

Julie Banfer, Touro University, United States

This study aimed to explore the connections, if any, between teacher self-efficacy and how that related to their intercultural competence within an international and mixed ability setting. The research was focused specifically within international school settings, due to the potential higher frequency of intercultural populations within these schools. The purpose was to better understand the intersectionality of intercultural competence related to teacher exposures/experiences, such as awareness, knowledge, experience/skills, and attitude towards cultural differences and how that might impact classroom experiences for teachers, and overall school culture. While a subgoal was that through reflexivity, if teacher self-efficacy and the relationship it has with intercultural competence was explored, the self-evaluation of this experience within itself could influence teacher and student experiences, goals, outcomes, and success. The study was completely voluntary for in-service teachers and used mixed research methods to conduct the study and analyze the data. Researchers used a self-efficacy scale and an intercultural development inventory and combined that data with descriptive findings from semi-structured interviews with participants. All data was then analyzed utilizing categorized themes and the results concluded a positive correlation between teacher self-efficacy and intercultural competence and yielded themes of acceptance, slight rejection of home country, adaptation/embracing the new, identifying with multiple cultural identities, acknowledgement of always improving their craft, and overall teaching satisfaction. The implications of study will be reported for future research and to help inform practice for pre-service and in-service educators and educational leaders within the field.

Learning Experiences, Student Learning & Learner Diversity

87724 | *Assessing Economics Preservice Teachers' Lesson Planning Through the Lens of Differentiated Instruction*

Beatrice Ngulube, Tshwane University of Technology, South Africa

Differentiated learning has been identified as an effective pedagogical philosophy that guides lesson preparation so that educators can teach effectively in inclusive classrooms. The purpose of the study is to find out if preservice teachers can prepare lessons that cater for diverse learners. A qualitative research approach was utilised to explore preservice teachers' knowledge of differentiated instruction in the context of economics teaching and learning. A total of 60 preservice teachers' lessons were analysed to find out if lesson objectives and lesson activities were differentiated. Data was collected through document analysis and interviews. The results indicate that most of the preservice teachers are not able to plan lessons for differentiated classrooms. The recommendation is that teacher education should equip pre-service teachers entering the workforce with effective differentiation instruction and inclusive pedagogy to meet the needs of diverse learner populations. Educators should have the necessary abilities, knowledge, and dispositions to meet the needs of all learners in the mainstream classrooms.

BCE2024 Pre-Recorded Virtual Presentations

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

86623 | *Investigating Mathematics Teaching Anxiety in Pre-Service Primary Education Teachers: A Case Study*

Ana María Lluch Peris, Universitat Jaume I, Spain

Pablo Juan Verdoy, Universitat Jaume I, Spain

Gil Lorenzo Valentín, Universitat Jaume I, Spain

Maria Santágueda Villanueva, Universitat Jaume I, Spain

Recent reports highlight a concerning increase in anxiety among university students post-pandemic, affecting two-thirds of the student body. Fernández-Rodríguez et al. (2023) found that 47.6% exhibit anxiety-related behaviors, and 21% suffer from depression across 35 Spanish universities, prompting calls for psychological support initiatives. Academic challenges are widespread, with 60% of first-year undergraduates struggling to refine study methods and 20% dissatisfied with their academic performance. Public speaking anxiety is also prevalent, with 52.8% considering psychological assistance due to severe fears. In primary education, aspiring teachers often enter with varying math skills, leading to significant gaps in foundational knowledge. Didactics of Mathematics highlights that strong content knowledge correlates with teaching proficiency, necessitating rigorous candidate selection. Addressing both math proficiency and anxiety is crucial for effective teacher preparation. Gender disparities in math anxiety affect teaching confidence, emphasizing tailored interventions. A Universitat Jaume I study on Mathematics Teaching Anxiety (MTA) used Peker's (2006) scale, revealing no significant MTA difference based on practical training completion but notable gender differences. Women reported higher MTA scores (mean 50.29) than men (mean 46.36), with significant variations in confidence and attitudes toward teaching math. These findings stress the need for gender-specific interventions to enhance future teachers' confidence and attitudes toward teaching mathematics.

Primary & Secondary Education

87974 | *Project-based Learning in the Elementary Setting*

Jill Tussey, Buena Vista University, United States

Jessy Bibler, Buena Vista University, United States

Michelle Metzger, Buena Vista University, United States

Leslie Haas, New Uzbekistan University, Uzbekistan

Project-based learning is one way to promote active engagement and naturally embed differentiation opportunities in the elementary classroom setting. Boston University Center for Teaching & Learning (2024) states that "project-based learning (PBL) involves students designing, developing, and constructing hands-on solutions to a problem. The educational value of PBL is that it aims to build students' creative capacity to work through difficult or ill-structured problems, commonly in small teams" (para. 1). While challenges and projects are designed for the students to complete at school in connection to standards or objectives, there is great benefit to also embedding an at-home component. This is an additional activity or task that students can complete at home with their parents or guardians. The goal is to naturally support family involvement in a meaningful manner. The presenters will share PBL resources and activities that elementary educators can bring into their own classrooms. Due to the varying backgrounds in education, we will be sharing PBL content in the areas of literacy, mathematics, and physical education. Attendees will leave the presentation and be able to apply the knowledge and activities into their own classrooms. While the target audience for this presentation is elementary educators, activities can be adapted and enhanced for older grades. Educators in higher education can also attend and reshare the information with their preservice students.

80019 | *Embracing Social-Emotional Supports to Promote Positive Student Behavior*

Jill Tussey, Buena Vista University, United States

Amy Clark, Buena Vista University, United States

Leslie Haas, Xavier University of Louisiana, United States

Preschool and elementary school personnel often face many challenges to safeguard the social-emotional well-being of students. Post Covid-19 student behavior issues have increased in frequency and as an area of support needed for educators. Embracing social-emotional learning (SEL) in the classroom setting has many proven benefits. The presenters will discuss literacy resources paired with SEL games as tools that may support students' activities and discussions around social-emotional issues both in and out of school. Attendees will gain background information over triggers for students and reasons for behavior challenges. In addition, many teacher resources will be shared to support new and career teachers while supporting students with challenging behaviors. The presenters are aware of the importance of family involvement so activities and resources for out-of-school learning and support will also be shared during the presentation. The main focus of the presentation will be aimed at preschool and elementary teachers. However, higher education instructors who teach courses with a focus on those age-groups will benefit from the presentation.

BCE2024 Pre-Recorded Virtual Presentations

Professional Training, Development & Concerns in Education

85957 | *Mediating Effect of Metacognitive Awareness on the Sense of Efficacy of Pre-service Educators*
Matthews Makunye, North-West University, South Africa
Divan Jagals, North-West University, South Africa

The pre-service educator preparation period is crucial in developing the competencies for highly effective educators who succeed in the classroom. In this regard, pre-service educators' metacognitive awareness and sense of efficacy beliefs about their profession remain critical determinants of their success in teaching. Developing pre-service educators' metacognitive awareness can promote their sense of efficacy when faced with challenges in their future profession. This presentation reports on part of a larger quantitative study on the relationship between metacognitive awareness, teaching perspectives, and sense of efficacy of pre-service educators. The aim of this presentation is therefore to investigate the mediating effect of metacognitive awareness on the sense of efficacy of pre-service educators. The study adopted a quantitative research approach, underpinned by post-positivism paradigm. A sample of 683 pre-service educators completed the Metacognitive Awareness Inventory for Teachers (MAIT) and the Teachers' Sense of Efficacy Scale (TSES). The Social Packages for the Social Sciences (SPSS) was used to analyze data. The correlation between the latent variables was examined using structural equation modelling (SEM). The results of the study indicate a significant correlation between the variables of metacognitive awareness and sense of efficacy. This suggests that the results from individual profiles on the MAIT and TSES could inform pre-service educators about their underlying teaching assumptions, consequently, this could improve their teaching practices.

Teaching Experiences, Pedagogy, Practice & Praxis

85606 | *A Comparative Review: Bridging the Learning Gap to Aid in the Transition of Engineering Graduates into the Workplace*
Mauryn Chika Nweke, University College London, United Kingdom

Continuing professional development (CPD) is important to ensure engineers in the workplace maintain proficiency and remain technically prudent throughout their careers. The development of an engineer's skills and competencies has also become an important force in the economic growth of the developed world and provides competitive advantages. Although many have argued for increased CPD, relatively little research has been carried out on the most effective ways to teach engineers in the workplace. Somewhat contrastingly, research into ways to educate engineering students at university is a rapidly growing area based on what engineering companies perceive the needs of a 21st century engineer to be based on societal changes. The gap that now exists in the transition from a fostered learning environment as an undergraduate student to a working environment as an engineer needs to be narrowed in order to ensure an easier passage into professional practice. This comparative review will focus on the different ways reported in literature on how engineers learn and compare this to the way undergraduate students learn at university. The earlier sections will look at the similarities between how engineers and undergraduates learn, as well as the differences and advances in research in the area of pedagogy in engineering at university level. Based on this, the latter sections will analyse how both environments can be developed to improve the transition for students into the workplace with focus on work placements at university and the use of mentors in the workplace.

85474 | *Enhancing How Student Engineers Communicate with Non-specialists About Their Work*
Mauryn Chika Nweke, University College London, United Kingdom

Over the past two decades, the work and role of an engineer has vastly evolved. Engineers of today are responsible for finding solutions to emerging global issues caused by advancements in technology and social activity (Seethamraju, 2004; Strain, 2015). These pressures have led to the emergence of new diseases and therefore the need for reformed healthcare services. They have also led to increased energy supply, food supply and housing and transportation, much to the detriment of the environment. The ever-growing importance of an engineer's work has led to the increased importance of an engineer's ability to communicate their work to various types of audiences, however there are a number of challenges that engineers face in trying to do this (Riemer, 2007). This review will provide a literature summation of the forms of communication used by engineers in the workplace as well as the implications of poor communication in engineering. Subsequently, the review will go on to address the challenges in how student engineers in higher education might acquire these skills through a literature evaluation of engineering curriculum in the UK. Finally, each section in this study will look to address how these challenges can be overcome and ultimately the communication of an engineer's work with various audiences can be improved. This literature evaluation will inform the first phase of a larger review that aims to improve the skills-based pedagogical approach offered at UCL Engineering.

83331 | *The Role Esteem Has on Student Engagement*
Connie Hamilton, Hamilton Consultants, United States

Dive into an in-depth exploration of the intricate interplay between students' self-perception and their engagement levels. Delve into the profound impact of self-esteem on student involvement and immerse yourself in strategies to cultivate a classroom ethos that uplifts the esteem of every learner. Through an analysis of Maslow's Hierarchy of Needs, identify the significance and impact of deficiency and growth needs on student engagement and behavior. This interactive session will dissect the scientific underpinnings of students' self-esteem, equipping participants with practical skills for immediate application in academic contexts. You will be introduced to what Connie Hamilton calls boosting, assuming, and harmful esteem. Then explore the parallels and distinctions between Carol Dweck's Growth Mindset Work and Assuming Esteem. Gain a comprehensive understanding of the intricate dynamics involved in fostering a positive self-perception among students, essential for creating inclusive and nurturing classroom environments universally valued in academic discourse.

BCE2024 Pre-Recorded Virtual Presentations

84975 | *Artificial Intelligence in Media Education: To Indulge or to Avoid ... that is the Academic Question!*
Marwa Al-Mut'afy, American University in Cairo, Egypt

Artificial Intelligence has invaded our lives as educators as well as the lives of students around the world. Instead of going through the learning process and researching, students opt to use any of a Learning Management System (LMS) or a chatbot to get the job done. Using AI tools such as ChatGPT or Gemini or Copilot among others, provides an easy way for students, whose first language is not English, to finish their coursework requirements. Are Media educators concerned? The core of what media educators do is to teach students to write and produce media content of different sorts, is that happening with AI? Are those educators literate about AI, what it does or what it could do in the future? Do they avoid it or integrate it into their classes? The researcher hopes to shed light on the current situation in the rapidly advancing world of AI and how it could be used positively or negatively in the educational process. Relying on a purposive sample of media educators from Journalism and Media departments from universities in Egypt to get a sense of where they stand on AI literacy and how they engage with their students on that matter. This research aims to answer several research questions such as; Do media educators discuss AI in their classrooms? Does the level of AI literacy among media educators affect the learning outcomes of students? How often do media educators rely on AI detectors?

84987 | *Appraising the Integration of Training and Education in Masters-level Apprenticeship Courses*
Steve Barker, Cranfield University, United Kingdom

The advent of Level 7 (L7) apprenticeships over the past decade has presented a number of challenges and opportunities to the UK Higher Education sector. Whilst new market(s) were opened to universities and other educational establishments, the differences between apprenticeship training and 'standard' masters-level education needed exploration and quantification and a means had to be devised to deliver training into the marketplace. Two primary approaches to achieve this were implemented, the first being the creation of dedicated apprenticeship-only training courses at L7, the second being to broaden the scope of existing masters courses to include apprenticeship training. In this latter approach, apprentices are taught side-by-side with masters-only students, and this means that a single course needs to be able to successfully deliver educational and training needs. This presented a significant challenge, and one that needed to be perfected over time. As a case study, this paper considers how Cranfield University's Systems Engineering MSc course team approached this task. The process by which the existing course was modified and subsequently revised in the light of experience is documented focusing upon the need to meet apprenticeship aims, and knowledge, skills and behaviour (KSB) criteria stipulated by the relevant apprenticeship standard, whilst not adversely affecting the existing educational offering. An appraisal will be made using lessons learned from experience and considering feedback from students, employers, and academics, together with existing literature, to identify successes and potential improvements and recommend suggestions to support continued apprenticeship development and good practice.

Notes

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Notes

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November 25-29, 2024

The 16th Asian Conference on Education (ACE2024)
The IAFOR Undergraduate Research Symposium in Tokyo (IURS Tokyo)

Honolulu

January 03-07, 2025

The 10th IAFOR International Conference on Education in Hawaii (IICE2025)
The 5th IAFOR International Conference on Arts & Humanities in Hawaii (IICAH2025)
The IAFOR Undergraduate Research Symposium in Hawaii (IURS Hawaii)

Kuala Lumpur

February 21-25, 2025

The 5th Southeast Asian Conference on Education (SEACE2025)

Tokyo

March 24-29, 2025

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

Tokyo

May 11-16, 2025

The 16th Asian Conference on Arts & Humanities (ACAH2025)
The 15th Asian Conference on Cultural Studies (ACCS2025)
The 16th Asian Conference on the Social Sciences (ACSS2025)

Paris

June 10-14, 2025

The 4th Paris Conference on Education (PCE2025)
The 4th Paris Conference on Arts & Humanities (PCAH2025)

London

July 10-14, 2025

The 13th European Conference on Education (ECE2025)
The 13th European Conference on Arts & Humanities (ECAH2025)
The 5th European Conference on Aging & Gerontology (EGen2025)

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