PROGRAMME & ABSTRACT BOOK

BARCELONA

The 3rd Barcelona Conference on Education

The 3rd Barcelona Conference on Arts, Media & Culture

IAFOR Global Partners

UNIVERSITY OF SUSSEX

UNIVERSITAT DE BARCELONA

KOBE UNIVERSITY

Birkbeck UNIVERSITY OF LONDON

LEHIGH UNIVERSITY

UNIVERSITY OF HAWAI'I

VirginiaTech

MICHIGAN STATE UNIVERSITY

WASEDA University

Lingnan University 嶺南大學 Hong Kong

Lomonosov Moscow State University

MEDILL NORTHWESTERN UNIVERSITY

UNIVERSITAS INDONESIA — Veritas, Probitas, Justitia | Est. 1849

UNTAR Universitas Tarumanagara

CHARLES DARWIN UNIVERSITY

University of Belgrade

UNIVERSITY OF LINCOLN

Centre Norbert Elias UMR 8562

University of Zagreb

U. PORTO

ZHENGZHOU UNIVERSITY

香港大學 THE UNIVERSITY OF HONG KONG

SUNWAY UNIVERSITY

NUTN 國立臺南大學 National University of Tainan

Alfred University

SMU SINGAPORE MANAGEMENT UNIVERSITY

csaa

RECSIE 国際教育研究コンソーシアム

Future Talent Council

URBAN INCD INCERC

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

Letter of Welcome

Dear Friends,

As we return to face-to-face conferences following the disruption and destruction wrought by the coronavirus pandemic, it gives me enormous pleasure to welcome you back to the wonderful city of Barcelona, and indeed to be back here myself.

Barcelona is a city of great cultural, artistic and architectural importance, and I would encourage you to take advantage of the venue. It is a wonderful setting for our conference, and I would like to thank our local partner and co-host, the University of Barcelona.

I would like to thank the entire local conference committee for their role in helping to shape the programme, but I must particularly recognise Professor Emerita Sue Ballyn, who first facilitated IAFOR coming to Barcelona in 2016, and has since shown extraordinary energy and resourcefulness to all aspects of subsequent conferences, and to the wider organisation.

This event will be hybrid; it contains both onsite and online components, and we encourage delegates to attend as much as is possible throughout the conference, whether onsite or online, as well as to be reminded to peruse the pre-recorded presentations now available on the archive.

If you are an IAFOR Member, then this is to remind you that you have complimentary access to our online live-streamed conference programme throughout the year, and to many other online special events and sessions. If you are not a Member already, then please do join to take advantage of being a part of the global conversations wherever you might be physically located in the world.

I look forward to what promises to be a great conference, and I look forward to meeting you all.

Warmest regards,

Dr Joseph Haldane
Chairman & C.E.O, The International Academic Forum (IAFOR)
Guest Professor, Osaka School of International Public Policy (OSIPP), Osaka University, Japan
Visiting Professor, Doshisha University, Japan & The University of Belgrade, Serbia
Honorary Professor, University College London (UCL), United Kingdom
Member, Expert Network, World Economic Forum

Organising Committee

Isabel Alonso-Breto
University of Barcelona, Spain

Sue Ballyn
University of Barcelona, Spain

Joseph Haldane
IAFOR, Japan

**Montserrat Camps-Gaset**
University of Barcelona, Spain

Donald E. Hall
Binghamton University, United States

Baden Offord
Curtin University, Australia

Maria Grau Perejoan
University of the Balearic Islands, Spain
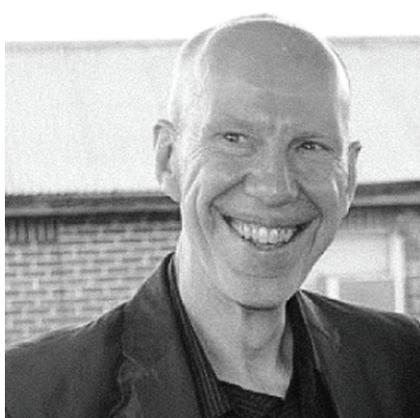
Cornelis Martin Renes
University of Barcelona, Spain

Caty Ribas-Segura
University College Alberta Giménez, Spain

Become an IAFOR Member

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

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

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

To learn more about IAFOR membership, please visit:

www.iafor.org/membership

September 20 | All times are Central European Summer Time (UTC+2)
Tuesday at a Glance

Location: Aula Magna, Edifici Plaça Universitat, University of Barcelona

09:00-09:30   Conference Registration

09:30-10:30   Welcome Address & Recognition of IAFOR Scholarship Winners
The Vice-Chancellor, University of Barcelona, Spain
Dr Javier Velaza, Dean of the Faculty of Philology and Communication, University of Barcelona, Spain
Dr Cornelis Martin Renes, CEAT Director and Senior Lecturer at the Department of English Studies, University of Barcelona, Spain
Dr Joseph Haldane, The International Academic Forum (IAFOR), Japan

10:30-10:50   Keynote Presentation | Aula Magna
Resilience is an Academic Job Requirement
Professor Donald E. Hall, Binghamton University, United States

10:50-11:05   Break

11:05-11:50   Keynote Presentation | Aula Magna
The 2022 Kathleen Firth Lecture: Writing Resistance and the Figure of the Trespasser
Dr John McLeod, University of Leeds, United Kingdom
Dr Kathleen Firth, University of Barcelona, Spain (Introduction)
Dr Isabel Alonso-Breto, University of Barcelona, Spain (Moderator)

11:50-12:00   Conference Photograph

12:00-14:00   Lunch Break & Reception

Tuesday at a Glance

14:00-14:45   Keynote Presentation | Aula Magna
The Arts, Literature and Dance: Multimodal and Embodied Approaches for a Resilient and Partnership World
Mattia Mantellato, University of Udine, Italy

14:45-15:00   Coffee Break

15:00-15:45:   Featured Interview | Aula Magna
Gloria Montero Asks Joseph Haldane to Tell His Story
Gloria Montero, Novelist, Playwright & Poet
Dr Joseph Haldane, IAFOR, Japan

15:45-16:45   Conference Poster Session & Tea Break

September 21 | All times are Central European Summer Time (UTC+2)
Wednesday at a Glance

Location: Hotel Barcelona Condal Mar Affiliated by Meliá

09:30-10:45   Parallel Presentation Session 1
Poble Nou (Room A): Interdisciplinary Linguistics and Language
Sant Sebastia (Room B): Learning Experiences, Student Learning & Learner Diversity
Barceloneta (Room C): Learning & Development
Gotic (Room D): Multicultural Learning

10:45-11:00   Coffee Break | Main Room

11:00-12:15   Parallel Presentation Session 2
Poble Nou (Room A): Language/Literature/Literary Studies
Sant Sebastia (Room B): Learning Experiences, Student Learning & Learner Diversity
Barceloneta (Room C): Creativity
Gotic (Room D): Higher Education

12:15-13:15   Lunch Break | Main Room

13:15-14:55   Parallel Presentation Session 3
Poble Nou (Room A): Media and Communication
Sant Sebastia (Room B): Learning Experiences, Student Learning & Learner Diversity
Barceloneta (Room C): International Education
Gotic (Room D): Interdisciplinary Education and Arts

14:55-15:10   Coffee Break | Main Room

Wednesday at a Glance

15:10-16:25   Parallel Presentation Session 4
Poble Nou (Room A): Interdisciplinary
Sant Sebastia (Room B): Education and Difference, Sustainability & Societ
Barceloneta (Room C): Teaching Experiences, Pedagogy, Practice & Praxis
Gotic (Room D): Education and Innovation

16:25-16:40   Coffee Break | Main Room

16:40-17:25   Keynote Presentation | Poble Nou (Room A)
Adult Education and the 'Pedagogy of the Oppressed': Vulnerability, Resilience, and Lifelong Learning
Dr Dolors Ortega, University of Barcelona, Spain

September 22 | All times are Central European Summer Time (UTC+2)
Thursday at a Glance

Location: Hotel Barcelona Condal Mar Affiliated by Meliá

09:30-11:10   Parallel Presentation Session 1
Poble Nou (Room A): Interdisciplinary
Sant Sebastia (Room B): Professional Training, Development & Concerns in Education
Barceloneta (Room C): Teaching Experiences, Pedagogy, Practice & Praxis
Gotic (Room D): Workshop Session

11:10-11:25   Coffee Break | Main Room

11:25-12:40   Parallel Presentation Session 2
Poble Nou (Room A): Counselling, Guidance & Adjustment in Education
Sant Sebastia (Room B): Educational Policy, Leadership, Management & Administration
Barceloneta (Room C): Foreign Languages Education & Applied Linguistics
Gotic (Room D): Educational Policy, Leadership, Management & Administration

12:40-13:40   Lunch Break | Main Room

13:40-15:20   Parallel Presentation Session 3
Poble Nou (Room A): Cultural Studies and Design
Sant Sebastia (Room B): Learning Experiences, Student Learning & Learner Diversity
Barceloneta (Room C): Challenging & Preserving: Culture, Inter/Multiculturalism & Language
Gotic (Room D): Workshop Session

September 22 | All times are Central European Summer Time (UTC+2)
Thursday at a Glance

15:20-15:35   Coffee Break | Main Room

15:35-16:50   Parallel Presentation Session 4
Poble Nou (Room A): Teaching Experiences, Pedagogy, Practice & Praxis
Sant Sebastia (Room B): Higher Education
Barceloneta (Room C): No Sessions
Gotic (Room D): No Sessions

16:50-17:05   Onsite Conference Closing Session | Main Room
Joseph Haldane, IAFOR, Japan

September 23 | All times are Central European Summer Time (UTC+2)
Friday at a Glance (Online)

Location: Online

08:00-09:40   Online Parallel Presentation Session 1
Room A: Education – Interdisciplinary
Room B: Teaching Experiences, Pedagogy, Practice & Praxis
Room C: Foreign Languages Education & Applied Linguistics

09:40-09:50   Short Break

09:50-10:40   Online Parallel Presentation Session 2
Room A: Arts, Media & Culture – Interdisciplinary
Room B: Education – Interdisciplinary
Room C: Research & Publishing

10:40-10:50   Short Break

10:50-12:30   Online Parallel Presentation Session 3
Room A: Arts, Media & Culture – Interdisciplinary
Room B: Education – Interdisciplinary
Room C: Learning Experiences, Student Learning & Learner Diversity
Room D: Education – Interdisciplinary

12:30-12:40   Short Break

12:40-13:55   Online Parallel Presentation Session 4
Room A: Arts, Media & Culture – Interdisciplinary
Room B: Teaching Experiences, Pedagogy, Practice & Praxis
Room C: Learning Experiences, Student Learning & Learner Diversity
Room D: Learning Experiences, Student Learning & Learner Diversity
13:55-14:05   Short Break

September 23 | All times are Central European Summer Time (UTC+2)
Friday at a Glance (Online)

14:05-14:50   Online Keynote Presentation | Room A
Stories of Resilience and Strength
Ishmeet Kaur, Central University of Gujarat, India

14:50-15:00   Short Break

15:00-15:45   Online Keynote Presentation | Room A
Attacks on Critical Race Theory
Adrien K. Wing, University of Iowa College of Law, United States

15:45-15:55   Short Break

15:55-16:40   Online Keynote Presentation | Room A
Do We Look Back to Move Forward? Bouncing Back, Back to Normal, Building Back
Shirley Steinberg, University of Calgary, Canada

16:40-16:50   Online Conference Closing Session
Joseph Haldane, IAFOR, Japan

IAFOR Journals

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

How are papers submitted?

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

How does IAFOR ensure academic integrity?

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

Where are the journals indexed?

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

What's the reach?

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

What's the cost?

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

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

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

Current IAFOR Journal titles include

IAFOR Journal of Arts & Humanities
IAFOR Journal of Cultural Studies
IAFOR Journal of Education
IAFOR Journal of Literature & Librarianship
IAFOR Journal of Psychology & the Behavioral Sciences

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

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 October 23, 2022, through the online system. The proceedings will be published on November 25, 2022.

Conference Catch-up

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

Pre-Recorded Virtual Presentations & 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.

Academic Grant & Scholarship Recipients

Our warmest congratulations go to Vani K, Lee Brewster, Violet Owen, and Junar S. Cano, who have been selected to receive grants and scholarships to present their research at the conference.

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

Find out more about IAFOR grants and scholarships: **www.iafor.org/financial-support**

Vani K | IAFOR Scholarship Recipient
64637 - *Applying Educational Technology in ESL Context: Challenges and Suggestions*

Ms Vani K is currently a research scholar in Maulana Azad National Institute of Technology, Bhopal, India, where she has undertaken her research in the area of English language teaching and learning. She holds a Master's degree in English literature and has also worked as a guest teacher in a college in Kerala for a year. Enthusiastic about language and passionate about literature, she is interested in learning more about language and the multiple ways in which its teaching and learning manifest in a classroom.

Lee Brewster & Violet Owen | IAFOR Scholarship Recipients
65085 - *Evaluating Collaborative Discovery with Children*

Lee has a BA in furniture design from Loughborough University and an MA in Future Design and PGCE from Teesside University. Lee is a practicing designer, maker and artist and has extensive experience working on participatory design projects with communities, schools and young people. Lee has produced sculpture, artworks, seating and places for play across the U.K. working with local authorities, NHS and community groups. Lee's interests are in participatory design in schools and social practice, engaging young people and finding ways to value their contribution.

Violet is a PhD Design Researcher from ImaginationLancaster at Lancaster University, UK. Her doctoral research is centred around Creative Evaluation (CE) and how it can be used to better establish the values generated by Social Innovations. She is particularly interested in methods for capturing social value that extend beyond financial return. Her other research interests include the biophysical context, and evaluating collaborative discovery with children. Violet is also a Peer Evaluator with St Giles Trust. Prior to starting her PhD in 2020, Violet worked as a Design & Technology and Art Teacher in secondary education. In 2019 she achieved a MA in Education at Manchester Metropolitan University.

Junar Cano | IAFOR Scholarship Recipient
65231 - *A Conjoint Study and Segmentation on the Preferred Online Learning Attributes of Senior High School Learners Amidst the COVID-19 Pandemic*

Junar S. Cano is an Assistant Professor of the Natural Sciences and Mathematics Department, Notre Dame of Marbel University, Philippines. He was the STEM Strand Coordinator of NDMU-Integrated Basic Education Department Senior High School from SY 2018-2022. Mr Cano holds a Bachelor in Secondary Education (BSEd) major in Biological Science (Magna cum laude) from the Notre Dame of Marbel University; and a Master of Science in Teaching General Science from the Mindanao State University-General Santos Graduate Studies. Currently, he is pursuing his degree in Doctor of Philosophy in Education major in Biology Education at the University of the Philippines – Open University. He attended different international conferences and were able to publish journal articles in the different international journals. He is also a resource person in various Licensure Examination for Teachers- Specialization (Biology and National Medical Admission Test review centers.

Tuesday, September 20

Plenary Session

All times are in Central European Summer Time (UTC+2)

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

Keynote Presentation: Donald E. Hall
Resilience is an Academic Job Requirement
Tuesday, September 20 | 10:30-10:50 | Aula Magna, University of Barcelona

It is an understatement to note that the past two years have been debilitating for all of us in higher education. Masking mandates, remote teaching requirements, disrupted research plans, and curtailed travel to events such as the one we are holding now in Barcelona have sapped much of our optimism and sense of attachment to our students, colleagues, and institutions. To say the least, many of us feel burned out.

I want first to validate and honour that feeling of resilience depletion. I have experienced it myself as I have worked through university financial challenges, student crises, and a variety of personal disruptions. Nevertheless, I do love my job and I want to offer here a gentle nudge back for all of us toward renewal and re-attachment to our academic passions and toward a reignition of our intellectual/pedagogical enthusiasm. Colloquially, we have to find a way to "get over it."

Indeed, burnout and cynicism are not at all unique to the pandemic and post-pandemic academic world. They have been endemic for decades and more. Twenty years ago, in one of my early books *The Academic Self: An Owner's Manual*, I noted the prevalence of feelings of "burn out" throughout higher education, and in that book I worked to frame it as an inexcusable failure to meet our core job responsibilities—to generate new ideas through our research and to position our students for success in their lives and intellectual journeys.

In this talk, I will glance at some of the ways that the academic cynicism enabling burnout had become something of a cottage industry even before the pandemic and why such self-indulgence is indefensible. The pandemic further enabled some of the worst excesses of pre-pandemic cynical thinking. We have active choices to make—and I will emphasise the conjoined empowerment and responsibility that go with that concept of "choice." In returning to some of the early voices of transformational pedagogy, such as those of Paolo Freire and bell hooks, I offer a few reminders. We in academia, however frustrated we may be with health protocols and zoom-based interactions, have chosen and have been fortunate to secure a career of incredible privilege. We of privilege have an implicit employment contract in which our mission, and our core job requirement, is to change lives through our teaching and research. If we choose the self-indulgence of cynicism and burnout, rather than outward engagement, we are, quite frankly, not doing our jobs. And there are many enthusiastic and optimistic under-employed and unemployed individuals (graduate students, public intellectuals, post-docs and others) who, quite bluntly, have a better claim to the positions that we currently hold.

Donald E. Hall

Donald E. Hall is Provost and Executive Vice President for Academic Affairs at Binghamton University (SUNY), United States. He was formerly Dean of the Faculty of Arts, Sciences, and Engineering at the University of Rochester, United States, and held a previous position as Dean of Arts and Sciences at Lehigh University, United States. Provost Hall has published widely in the fields of British Studies, Gender Theory, Cultural Studies, and Professional Studies. Over the course of his career, he served as Jackson Distinguished Professor of English and Chair of the Department of English (and previously Chair of the Department of Foreign Languages) at West Virginia University. Before that, he was Professor of English and Chair of the Department of English at California State University, Northridge, where he taught for 13 years. He is a recipient of the University Distinguished Teaching Award at CSUN, was a visiting professor at the National University of Rwanda, was Lansdowne Distinguished Visiting Scholar at the University of Victoria (Canada), was Fulbright Distinguished Chair in Cultural Studies at Karl Franzens University in Graz, Austria, and was Fulbright Specialist at the University of Helsinki. He has also taught in Sweden, Romania, Hungary, and China. He served on numerous panels and committees for the Modern Language Association (MLA), including the Task Force on Evaluating Scholarship for Tenure and Promotion, and the Convention Program Committee. In 2012, he served as national President of the Association of Departments of English. From 2013-2017, he served on the Executive Council of the MLA.

His current and forthcoming work examines issues such as professional responsibility and academic community-building, the dialogics of social change and activist intellectualism, and the Victorian (and our continuing) interest in the deployment of instrumental agency over our social, vocational, and sexual selves. Among his many books and editions are the influential faculty development guides, *The Academic Self* and *The Academic Community*, both published by Ohio State University Press. *Subjectivities* and *Reading Sexualities: Hermeneutic Theory and the Future of Queer Studies* were both published by Routledge Press. Most recently he and Annamarie Jagose, of the University of Auckland, co-edited a volume titled *The Routledge Queer Studies Reader*. Though he is a full-time administrator, he continues to lecture worldwide on the value of a liberal arts education and the need for nurturing global competencies in students and interdisciplinary dialogue in and beyond the classroom.

Professor Donald E. Hall is a Vice-President of IAFOR. He is Chair of the Arts, Humanities, Media & Culture division of the International Academic Advisory Board.

The 2022 Kathleen Firth Lecture: Writing Resistance and the Figure of the Trespasser

Tuesday, September 20 | 11:05-11:50 | Aula Magna, University of Barcelona

Circuits of permission and prohibition have long regulated human mobility, but ever more so today in an increasingly portable and checkpointed world system. In this presentation, I consider the recent literary and cultural representation of mobility with particular reference to those funnels and fictions of sanctioned motion in which only selected subjects – the 'good' immigrant, the compliant arrivant, et al. – are certified as legitimate. What happens when those figures granted leave to remain in the ambiguous environs of neoliberal consumption refuse to accept the prefabricated constraints of their compliance? How might their uncommissioned behaviour refuse the ever-shifting line between licensed and illegitimate life? Or in other words: what happens when we trespass beyond the lines that tell us where, and who, we are meant to be? I will explore the ways in which recent literary and cultural texts are mobilising this figure of the 'trespasser', as I term it, in order to ask critical questions about the extent to which the predominant constraints of transpersonal relations can be effectively exposed, challenged, and firmly resisted by those who appear to refuse their readied place.

John McLeod

John McLeod is Professor of Postcolonial and Diaspora Literatures at the University of Leeds, United Kingdom. He is the author of *Postcolonial London: Rewriting the Metropolis* (Routledge, 2004), *Beginning Postcolonialism* (Manchester UP, 2nd ed. 2010), and *Life Lines: Writing Transcultural Adoption* (Bloomsbury, 2015). He has edited special issues of the journals *Kunapipi*, *Moving Worlds*, and *Études Anglaises*, and is the co-editor of *The Revision of Englishness* (Manchester UP, 2004) and *The 1970s: A Decade of Contemporary British Fiction* (Bloomsbury, 2014). His essays have appeared in journals such as *Wasafiri*, *Journal of Postcolonial Writing*, and *ARIEL*. He is an Executive Board Member of the Alliance for the Study of Adoption and Culture (ASAC) and co-editor of the Ohio State University Press series *Formations: Adoption, Kinship, and Culture*. In April 2022 he was Visiting Professor at the University of Paris Sorbonne, France. His new book, *Global Trespassers*, is forthcoming with Liverpool University Press.

Kathleen Firth (Introduction)

The Kathleen Firth Lecture has been periodically organised by the Centre for Australian and Transnational Studies (CEAT) at the University of Barcelona since 2011, when Dr Kathleen Firth retired from her teaching and academic work at the University. Dr Firth had taken over Postcolonial Studies in the English Department at UB from Professor Doireann MacDermott, who in turn was instrumental in introducing Postcolonial Studies in Spain. Dr Firth is renowned as an international scholar in the field and worked in many areas, with a strong focus on research but was also deeply committed to expanding the teaching curriculum. While her emphasis was on the Caribbean and India, she also explored and introduced literature from Canada and from the African continent.

She led the postcolonial team at the University of Barcelona with enthusiasm and tireless work. At CEAT we are honoured to be able to offer these now traditional plenary lectures in her name. Together with the Doireann MacDermott Lectures, they are one of the hallmarks of CEAT activities.

Isabel Alonso-Breto (Moderator)

Dr Isabel Alonso-Breto obtained her PhD from the University of Barcelona in 2003, where she is currently a Senior Lecturer. A scholar in the area of Postcolonial Studies, she has worked on authors of Caribbean, Canadian, Indian and South-African origin, while her present research focusses on literature and life writing by Sri Lankan authors, mostly of the diaspora. A visiting scholar in recent years at the Universities of Toronto (Canada) and Marburg (Germany), Dr Alonso-Breto has been the guest editor of several issues of academic journals such as *Coolabah* and *Indialogs*, and is the general editor of the miscellaneous journal *Blue Gum*. Also interested in the social role of creative writing and translation, she has several pieces to her credit in this regard. Lately she has translated into Spanish the anthology S*iembra solo Palabras*, by Sri Lankan Tamil poet Cheran, published in 2019. Dr Alonso-Breto is a member of *Ratnakara*, a research group devoted to the study of the literatures and cultures of the Indian Ocean, and the Vice-Director of the Centre for Australian and Transnational Studies at the University of Barcelona.

The Arts, Literature and Dance: Multimodal and Embodied Approaches for a Resilient and Partnership World

Tuesday, September 20 | 14:00-14:45 | Aula Magna, University of Barcelona

In an ever-increasing divided reality, in which incomprehension and boundaries are putting at risk our innate human capacity for love, care and understanding, the Humanities are interested in investigating new transdisciplinary and intercultural dialogues for a more resilient and peaceful world (Riem & Hughes-d'Aeth, 2022). The encounter of scholarly-research with the praxis of media and the arts are in this respect fundamental for altering, revising and re-reading 'canonical' or Western-oriented epistemologies and thinking (Quijano, 2007; Mignolo & Walsh, 2018) in light of a more complex, fluid and respectful partnership existence (Eisler, 1987; Eisler & Fry, 2019).

In my scholarly-artistic research, as both academic and dancer, I engage in multimodal projects with the intent of mingling together the poetic wor(l)d of post-decolonial writers from the 'edge' with the gestural, iconic and embodied language of dance (Schechner, 2013). This mixing of intertextual references and corporeal allusions allows my productions to bring to the fore new and unfathomed perspectives for both practitioners and viewers with the aim to traverse disciplinary boundaries and embrace a new opaque (Glissant, 1997) and much needed exchange of possibilities, an unexpected intersectional remapping of critical inquiry that destabilises, interrogates, proposes...

In this presentation I will focus on my last ongoing production based on David Dabydeen's *Turner* (1994), a long narrative poem in which the Guyanese author questions the representation of drowning black bodies in J.M.W. Turner's notorious painting *Slavers Throwing Overboard the Dead and Dying, Typhoon Coming On* (1840). My solo dance embodies Dabydeen's complex depiction of *Turner*, who becomes simultaneously the painter, the slave, the stillborn, the human who constantly changes his skin in order to become oppressor and oppressed, persecutor and victim, black and white. Dabydeen's poem highlights a tidalectic discourse (Brathwaite, 1992) on the role of Western-European imperialism, thus allowing us to revive our Atlantic archive in a more feminine and partnership-oriented dimension. The presentation will follow an "undisciplined" (Benozzo, 2010) form of enquire, debating first on Dabydeen's poem and writing, following the presentation of the ongoing process of the intermedial adaptation, to end with a live embodied extract of the dance performance.

Mattia Mantellato

Mattia Mantellato holds a cum laude PhD (Doctor Europaeus) in English language and literatures from the University of Udine, Italy, Department of Languages and Literatures, Communication, Education and Society, and he is now a Post-Doctoral Fellow working on the project "English Caribbean Literatures of the Ocean: Eco-Feminist and Transdisciplinary Perspectives for a New Blue Aesthetic". He researches and publishes on: Derek Walcott's work, World Literatures, English Literature, Performance and Dance Studies and Multimodal Studies. He is also a professional ballet dancer, choreographer and artist. He graduated from La Scala Ballet Academy in Milan. For seven seasons, he was part of the ensemble of the National Ballet Theatre of Prague (Czech Republic). He has performed in more than 10 countries in Europe, in China (EXPO 2010), at the Biennale of Venice and at Mittelfest.

Gloria Montero Asks Joseph Haldane to Tell His Story

Tuesday, September 20 | 15:00-15:45 | Aula Magna, University of Barcelona

As a novelist, Gloria Montero is well aware how through our stories, we learn about the world, about each other, and even about ourselves. And remembering how Henry James once said that "everyone has a story if they are able to tell it", she talks to Dr Joseph Haldane to learn what led a schoolboy growing up in Brighton, England to become a Professor of French Studies in Paris and then on to be the Founder, Chairman and CEO of The International Academic Forum (IAFOR), the Interdisciplinary Think Tank, based in Japan. A Member of the World Economic Forum's Expert Network for Global Governance, Professor Haldane's research and teaching at institutions world-wide covers history, politics, international affairs and education, as well as governance and decision making.

Gloria Montero

Novelist, playwright and poet Gloria Montero grew up in a family of Spanish immigrants in Australia's North Queensland. After studies in theatre and music, she began to work in radio and theatre, and then moved to Canada where she continued her career as an actress, singer, writer, broadcaster, scriptwriter and TV interviewer.

Co-founder of the Centre for Spanish-Speaking Peoples in Toronto (1972), she served as its Director until 1976. Following the success of her oral history *The Immigrants* (1973) she was invited to act as Consultant on Immigrant Women to the Multicultural Department of the Secretary of State, Government of Canada.

She organised the international conferences "Amnistia" (1970) and "Solidaridad" (1974) in Toronto to support and make known the democratic Spain that was developing in the last years of the Franco dictatorship, and in 1976 at Bethune College, York University, "Spain 1936-76: The Social and Cultural Aftermath of the Spanish Civil War".

With her husband, filmmaker David Fulton, she set up Montero-Fulton Productions to produce documentary films on social, cultural and ecological themes. Their film, *Crisis in the Rain*, on the effects of acid rain, won the Gold Camera Award American Film Festival 1982. Montero was consultant-interviewer on *Dreams and Nightmares* (A-O Productions, California) about Spain under Franco, a film that won international awards in Florence, Moscow, Leipzig and at the American Film Festival 1975.

Among her many radio documentaries for the Canadian Broadcasting Corporation are: *The Music of Spain* – a series of 18 hours which presented Spanish music within a social and historical framework; *Segovia: the man and his music* — a 2-hour special (Signature); *Women and the Law* (Ideas); *Foreign Aid: Hand-out or Rip-Off* (Ideas).

Since 1978 Montero has been living in Barcelona, where she has continued to write and publish novels such as *The Villa Marini, All Those Wars* and *Punto de Fuga*. Her poem *Les Cambres* was printed with a portfolio of prints by artist Kouji Ochiai (Contratalla 1983). A cycle of prose poems, *Letters to Janez Somewhere in Ex-Yugoslavia*, provided the basis for collaboration with painter Pere Salinas in a highly successful exhibition at Barcelona's Galería Eude (1995).

She won the 2003 NH Premio de Relato for *Ménage à Trois*, the first time the Prize was awarded for a short story in English.

Well known among her theatre work is the award-winning *Frida K.*, which has toured Canada, played New York and Mexico and has been mounted in productions in Spain, Cuba, the Czech Republic, Poland, Sweden and Latvia.

Joseph Haldane

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

Dr Haldane's research and teaching is on history, politics, international affairs and international education, as well as governance and decision making, and he is a Member of the World Economic Forum's Expert Network for Global Governance. Since 2015 he has been a Guest Professor at The Osaka School of International Public Policy (OSIPP) at Osaka University, where he teaches on the postgraduate Global Governance Course, and, since 2017, Co-Director of the OSIPP-IAFOR Research Centre, an interdisciplinary think tank situated within the University.

In 2020 Dr Haldane was appointed Honorary Professor of UCL (University College London), through the Bartlett School of Sustainable Construction. He holds Visiting Professorships in the Faculty of Philology at the University of Belgrade, and at the Doshisha Business School in Kyoto, where he teaches Ethics and Governance on the MBA, and is a member of the Value Research Center. He is also a Member of the International Advisory Council of the Department of Educational Foundations at the University of Hawaiʻi Mānoa.

Professor Haldane has given invited lectures and presentations to universities and conferences globally, including at the United Nations Headquarters in New York, and advised universities, NGOs and governments on issues relating to international education policy, public-private partnerships, and multi-stakeholder forums. He was the project lead on the 2019 Kansai Resilience Forum, held by the Japanese Government through the Prime Minister's and Cabinet Office, and oversaw the 2021 Ministry of Foreign Affairs commissioned study on Infectious Diseases on Cruise Ships.

Dr Haldane has a PhD from the University of London in 19th-century French Studies, and has had full-time faculty positions at the Université Paris-Est Créteil, Sciences Po Paris, and Nagoya University of Commerce and Business, as well as visiting positions at the French Press Institute in the Université Paris-Panthéon-Assas, and the schools of Journalism at both Sciences Po Paris, and Moscow State University.

From 2012-2014, Dr Haldane served as Treasurer of the American Chamber of Commerce in Japan (Chubu), and since 2015 has been a Trustee of HOPE International Development Agency (Japan). He was elected Fellow of the Royal Asiatic Society in 2012 and the Royal Society of Arts in 2015. He lives in Japan and holds a black belt in Judo.

Conference Poster Session

65104 | *Metacognitive Strategies in the Preparation of Future Chemistry Teachers*
Mária Ganajová, Pavol Jozef Šafárik University in Košice, Slovakia
Ivana Sotáková, P.J.Šafarik University, Slovakia

This paper focuses on the efficiency of metacognitive strategies implemented in university teaching. This research was performed in the 2020/2021 academic year during a course in Chemistry Didactics. The sample consisted of 30 Chemistry Teaching students in the 1st year of their Master study. The research aimed to verify the efficiency of metacognitition via questions (e.g. "How do I change my own learning strategy?"). First, students took a test focused on chemistry didactics. Their answers included misconceptions and incorrect formulations, and showed a lack of deeper understanding of the subject matter in some cases, etc. Students were asked to review the test questions at home in order to identify the errors they made, explain why these errors occurred, and how they could be removed, which promoted deeper understanding of the subject matter. The research results were evaluated quantitatively and students' answers were categorised into encoded groups. The evaluation showed that most students were able to realize that superficial memorising was not enough to succeed and it is necessary to actually understand the subject matter, i.e. be able to explain it and provide examples if they are to teach it in future. A year after this research was completed, students expressed their opinions on the use of metacognition in a questionnaire. All 23 students who completed the questionnaire considered self-evaluating metacognitive questions to be useful. Students claimed they would employ metacognition in their future teaching careers to help their future students identify their weaknesses and strengths in learning.

65361 | *Parental Attitude and Expectations in Raising a Child with Autism Spectrum Disorder in India*
Swati Narayan, WeCAN Research, India
Gita Srikanth, WeCAN India, India

The current study aims to understand the attitude of parents of 28 children with Autism Spectrum Disorder in India. This study was conducted in Chennai, an urban metropolitan setting in South India, and most of the respondents were middle and upper middle-class parents. In a country like India with a vast number of languages, cultures, socio-economic disparities, and varying education levels, the challenge lies in finding a standardized understanding of Autism, and an optimal intervention package. Social norms and expectations play a significant role in shaping parental acceptance of ASD and their choice of intervention. Findings show that parents of children with ASD have the same expectations of their child as they do of their typically developing children, giving a leverage of a few years. There was also a mismatch between what was vocalized as being the ideal outcomes for their child and the steps taken to achieve them. This descriptive study illustrates the urgent need to provide parents with a uniform understanding of the condition, the availability of scientific intervention services and additionally, the need for a uniform policy on processes and educational and therapeutic intervention that will meet the needs of the child and that of the family.

65100 | *Involvement of Experts From Practice in Practical Teaching – A Way to Increase the Competencies and Skills of Science Graduates*
Zuzana Vargová, Pavol Jozef Šafarik University in Košice, Slovakia
Mária Ganajová, Pavol Jozef Šafarik University in Košice, Slovakia
Michaela Rendošová, Pavol Jozef Šafarik University in Košice, Slovakia
Miroslav Almáši, Pavol Jozef Šafarik University in Košice, Slovakia
Renata Orinaková, Pavol Jozef Šafarik University in Košice, Slovakia
Jana Šandrejová, Pavol Jozef Šafarik University in Košice, Slovakia

The current society requirements need close interconnectedness between children's and young education process and the labour market, namely in industry and services. Workers in the 21st century must have the skills to process information, including reader literacy, mathematical literacy and problem-solving skills. Today, the school is only one of the places where students learn. In this context, the role of dialogue between schools and employers is increasingly recognized. These time requirements should also be addressed to educational institutions in chemical professions. The subjects of practical education in the area of natural education are crucial for the readiness and applicability of graduates in the labor market. The social situation in Slovakia shows that connection between the young people education and practical experiences from industry and services is necessary for a future prosperous society. Practical training must develop skills important for the workforce living in a technologically advanced economy. Based on these requirements, in cooperation with employers, Institute of Chemistry PF UPJŠ in Kosice is preparing a new professionally focused study program for future students. The new study program will meet European educational standards and will also include compulsory electives and elective courses, which will be partially attended by experts from practice. Students' professional practice lasting three months in contracted laboratories of industry and services is a compulsory subject. The paper will present our previous experience in creating new professionally focused study program "Chemical Laboratory Technician - specialist" as well as in involving experts from practice in contact teaching.

Conference Poster Session

64874 | *Pre-Service Special Education Teachers' Discourse during Shared Reading*

Yael Roth-Barkai, Tel-Aviv University, Israel
Dorit Aram, Tel-Aviv University, Israel

The study presents pre-service special education teachers' attitudes and how they read books to children with seen or unseen disabilities. Forty students from special education training programs completed questionnaires on their attitudes towards people with disabilities. Additionally, each pre-service teacher read twice, two books, to three 2nd grade students: a child with no disabilities, a child with learning disabilities, and a child with Cerebral Palsy. 480 transcriptions were analyzed and evaluated for discourse style. To analyze the shared reading discourse, non-linear GEE regressions were conducted, controlling for length of discourse, which had high variability between teachers. While the pre-service teachers reported positive attitudes towards people with disabilities, they reduced their discourse with the students with disabilities. There were more utterances that went beyond the actual text in the discourse with children without disabilities. More statements and fewer questions were directed towards children with disabilities. Similarly, more expansion utterances and reinforcements of all types were directed towards children with CP. Regarding questions, more open-ended questions were directed to children without disabilities, and more factual questions were directed to children with CP. The study emphasizes the need to deepen our understanding of pre-service teachers' attitudes and expectations from their students, for their own awareness and for those who teach in education programs.

65209 | *Transdisciplinary Challenge-based Learning: Multi-Stakeholder Co-creation Combining Engineering Technology and Social Sciences*

Kostas Nizamis, University of Twente, Netherlands
Mats van Dalen, University of Twente, Netherlands
Desirée H. van Dun, University of Twente, Netherlands
Eduardo Hermsen, University of Twente, Netherlands
Brendan Sullivan, University of Twente, Netherlands

Challenge-Based Learning (CBL) effectively engages and encourages multidisciplinary collaboration amongst university students to resolve real-world challenges. However, with increasing demand for more challenges, it can become difficult to identify external stakeholders willing to be challenge providers. To manage and alleviate the threat of challenge provider saturation, we studied how CBL can be best leveraged to create value for external stakeholders, and simultaneously enrich student learning experiences as part of a transdisciplinary Master program. Within this educational setting, faculties from both engineering and social sciences worked to merge two courses and perspectives (Systems Thinking and Change Making) around one comprehensive challenge. This multidimensional challenge required close cooperation between the teachers and challenge providers to formulate a wicked challenge that combined both practical and academic merit. Working through this common challenge the researchers aimed to mitigate the threat of stakeholder recruitment saturation while providing a new option for working across disciplines in CBL (both for students and teachers). In collaboration with university educational experts, the instructors evaluated the combination of the courses with all the actors (namely students, challenge providers, and teachers). Both before, during, and after the courses, panel meeting discussions, diary-style logbooks, testimonials, and surveys were administered. Despite a degree of initial uncertainty created by the multidimensional challenge, the experience offered an increased value to the challenge provider and enabled the students to engage in a real multi-perspective transdisciplinary educational experience. We discovered the added value of merging different perspectives and can provide suggestions for future transdisciplinary challenge-based learning.

65479 | *To Zoom or Not to Zoom? Privacy Concerns and Students' Attitudes Towards Online Learning*

Jaime Selwood, Hiroshima University, Japan
Kateryna Nykytchenko, Kyiv National Linguistic University, Ukraine

This presentation reports on research that aimed to provide insight into how university students in Japan and Ukraine reacted towards the use of videoconferencing software as the primary conduit of their language learning courses. In order to facilitate learning under the COVID-19 pandemic, instructors had to speedily adapt to using videoconferencing as an online language learning conduit. Yet, did the decision by many educational institutions to transform to an online learning format have unintended consequences in relation to learners' privacy? The main research data included in this presentation was carried out at a national university in Japan. With additional research collected from a national university in Ukraine. In total 423 students, undertaking both compulsory and non-compulsory English language learning courses, completed multiple surveys between April 2020 and March 2022. The videoconferencing software used was Zoom and Microsoft Teams. The findings indicate that 32% of students expressed some privacy concerns, but accepted that compromises had to be made during the Coronavirus Pandemic. However, crucially this number rose to 71% if videoconferencing language classes were to remain a permanent part of their language learning process.

Conference Poster Session

65524 | *Comparing Two University STEM Programs in a Privately Funded Learning Institution in the Democratic Republic of Congo*
Heather Douglas, Point Loma Nazarene University, United States

Research on higher education in the Democratic Republic of Congo (DRC) is virtually absent (Zavale and Schneijderberg, 2020). And Science, Technology, Engineering and Math (STEM) programs are being encouraged by the global community without assessments on learning outcomes of the students enrolled (Blom, Lan and Adil, 2015). This research project compares two STEM programs within the same university in the North Kivu province of the DRC. One program institutes non-semesteralized, intensive courses with little resource availability. The other reformed program follows a semesteralized course calendar and uses inquiry-based learning pedagogy in-line with current models of high-quality education. Using qualitative and quantitative methods, learning outcomes between the two groups, differences in teaching, classroom atmosphere and student science literacy were measured. Results revealed that students in the reformed program had higher levels of science literacy than their peers in the pre-reformed program despite both groups having highly interrupted educational backgrounds. Furthermore, it was discovered that plagiarism in the pre-reformed program was prolific and unchallenged by the institutional leaders. Incidentally, it was discovered that more outside funding is being put into the less effective program due to stricter entrance requirements for the reformed program. This research reveals a broken feedback loop that may be common in least developed countries' higher education STEM programs.

64867 | *Importance of the Acquisition of Vocabulary, Decoding, and Encoding: K-12 English Learners and Correlation to Academic Achievement in U.S. Schools*
Carolyn Peterson, Stoughton, MA Public Schools, United States

Purpose: To analyze and integrate current research: vocabulary, decoding, and encoding development in K-12 English learners and academic success in the least restrictive environment in U.S. Schools. Introduction: Second language acquisition and English domains: vocabulary, decoding, and encoding, impact an English learner's academic success. Depending on the first language, English may not be quickly acquired. Methods: Using Lesley University 's database, Google Scholar, and Colorin Colorado, search terms were: children/teenagers, vocabulary: semantics, morphology, syntax, ESL; for 2010-2021. Results: Colorin Colorado (WETA 2019) explains, "Vocabulary development is one of the most important skills students need to acquire to become English-proficient." Effective strategies are: teach vocabulary thematically, explicitly, systematically, content words, cognates, and common root words and affixes [WETA, 2019]. Ping & Rickard Liow [2010, Biling.: Lang. Cogn.'] explain the multifaceted relationship between morphophonemics and cross-linguistic interactions. Discussion: Depending on the English Learner's first language (L1), learning English can be challenging. Therefore, risk increases for slower growth, development, and overall English acquisition. English syntax might be vastly different from the English learner's L1. If best practices are taught to support them in learning English, greater literacy success will be achieved. Conclusion: Through explicit teaching of English morphology, syntax, and semantics, in addition to learning how to decode and encode, English learners can achieve success in U.S. schools. It is, therefore, vital, that English learners receive appropriate support both in L1 and L2, and that the vocabulary teaching focus on English morphology, syntax, and semantics, in order to achieve the greatest academic outcomes.

65102 | *Developing the Digital Skills of Teachers in Teaching Selected Topics of Biochemistry*
Maria Kozurkova, Pavol Jozef Šafárik Univerzity, Slovakia
Maria Ganajova, Pavol Jozef Šafárik Univerzity, Slovakia

Many students find it difficult to visualise the structure of biochemical substances, as this process requires spatial imagination. Students can learn how to work with available databases of formulas for structures such as vitamins, carbohydrates and DNA/RNA bases using modelling programs. In order to strengthen interdisciplinary relationships between Biology and other subjects, it was considered appropriate to practice examples of replication, transcription, and translation in an unusual format which employs the Python programming language. The methodology titled "Making models of the biosynthesis of nucleic acids, proteins and genetic code" was developed with the aim of teaching students how to use the Python programming language to model records of amino acid sequences, translation, and transcription. The suitability of using the selected methodologies and models in teaching Chemistry (and Biochemistry in particular) was investigated by obtaining feedback from teachers at secondary schools through the questionnaire method. Subsequent analysis of the responses provided by teachers concerning the methodologies focused on making models in Chemistry revealed that the following features were seen as advantageous: the illustrative nature of the methodologies, the development of students' spatial imagination, the elimination of abstraction typical of certain topics, the possibility of using the methodologies for fixing knowledge, and the interconnection between Chemistry and IT studies. The teachers noted that the content complemented the thematic unit in an engaging manner and reported that students greatly appreciated the use of the program in their studies.

Notes

Wednesday, September 21

Keynote Presentation & Parallel Sessions

All times are in Central European Summer Time (UTC+2)

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

Wednesday Onsite Presentation Session 1

Interdisciplinary Linguistics and Language

Session Chair: Samia Naqvi

09:30-09:55
65213 | *Evaluation of Secondary School EFL Textbook Used in Public Schools: A Case of Oman*
Samia Naqvi, Middle East College, Oman

Textbooks (TBs) are undoubtedly one of the most important components of English language classrooms in schools, fulfilling a range of needs in terms of language acquisition. Considering their pivotal role in language learning, the routine evaluation of TBs is essential to confirm whether they are instrumental in achieving the desired outcomes or not. However, there have been limited studies with respect to TB evaluation in the Omani context. This study evaluated the second edition of grade 11 and 12 English language TB, 'Engage with English', used in Omani government schools through a mixed-methods approach. Sixty two secondary school teachers from different schools evaluated the TB using the adapted version of Cunningworth's TB evaluation checklist which comprised 38 items under seven core areas: alignment with the curricular aims, design and organization, language content, skills development, themes, methodology, and teachers' book. To obtain deeper insights, semi-structured interviews were conducted with eight high school teachers and two staff members from the Directorate of Curriculum Evaluation. Student perceptions (n=100) were gathered using a short survey questionnaire on various aspects including relevance, interest, language development, and engagement through interactive activities. Quantitative data were analysed using Smart PLS- Structural Equation Modeling while qualitative data were analysed thematically. The findings indicate overall positive results; however, there is scope for further improvement in the contents with respect to the development of creativity, critical thinking skills, study skills, and pronunciation practice. The study has significant pedagogical implications for the curriculum designers and teachers of the region and beyond.

09:55-10:20
64914 | *Distance Learning – Peer Teaching Among Education Students*
Sigal Chen, Levinsky College of Education, Israel
Dolly Eliyahu-Levi, Lewinsky College of Education, Israel

Online peer instruction enables the development of open and supportive relations, friendship, and unity within a learning group. In this type of instruction, there is a possibility for relationships that cross borders of place, time, geography, and culture. The Project has been adjusted for a technologically rich learning environment allowing two-sided communication. It was devised along constructivist principles coupled with the cooperation of Israeli teaching students with their peers from Denver, U.S.A, led by the thought that it would change and develop according to the discourse and cross-points of the participant. Purpose: Examine the distance learning experience in an international online course among education students Methodology: This research is a qualitative and theory-based study. The peer learning community comprised 16 students: Nine students from the University of Denver, and seven from Israel. The research data were collected from a digital portfolio that was written during the school year and includes three parts: (a) documentation (b) reflective process (c) metacognitive process. All the participating students wrote reflections on the learning process after each session during the year. Only the Israeli students wrote parts (A and C). The contents of the digital collection were analyzed by each of the researchers. The findings:
 1. Cultivating multicultural global perceptions
 2. Development of pedagogical skills for distance learning
 3. Addressing technological challenges

10:20-10:45
64640 | *A Study Into How Collaborative Features in Online Spoken Interaction May Affect Collective Learning*
Janine McNair, University of Glasgow, United Kingdom

This document presents a work in progress for a PhD in linguistics and education, where recorded data was collected during a pre-sessional online EAP course in 2021. The project aims to discover more about the nature of collaboration in spoken interaction in learning settings, by examining how the presence of features recognised as collaborative may affect students' collective understanding of aspects of academic skills during group cognitive tasks. It is hoped that the published study may provide support to both practitioners and scholars within the fields of EAP, as well as within the wider field of education.
 At universities throughout the UK and worldwide, the objective of working collaboratively is frequently emphasised. As a consequence of this, pre-Masters' EAP students require abundant practice of group interaction and tutors will be in a better position to facilitate this if they understand more about how collaboration works as a key factor in successful learning (Ouyang et al., 2021).
 The view that meaning and understanding are constructed (Borge & Rose, 2021) and even created (Stahl, 2002) through collective interaction, is a core premise underlying this project, which spans the fields of education, learning psychology and linguistics. Like many studies conducted within the domain of Collaborative Learning, a mixed approach combining quantitative and qualitative techniques is applied.
 There will be a brief summary of established theories of collaborative learning which underpin the study, followed by an explanation of how the data is being analysed through conversation analysis, and an insight into the projected results.

Wednesday Onsite Presentation Session 2
Language/Literature/Literary Studies
Session Chair: Asmaa Aaouinti-Haris

11:00-11:25
64987 | *A Hopeful South African Literature: The Sublime in Etienne van Heerden's the Long Silence of Mario Salviati*
Adean van Dyk, University of South Africa, South Africa

Acclaimed Afrikaans author, Etienne van Heerden's fiction explores the unknown, the taboo and the unimaginable during apartheid, and post-apartheid, South Africa, whilst giving agency to the politically marginalized. I argue that this is partly achieved by means of the Romantic sublime and magic realism, with hope and resilience recognized as a concurring theme within his oeuvre. Recent thinking in metamodernism emphasizes hope as part of its structure of feeling, while also exhibiting neo-Romantic tendencies. Due to the politically engaged nature of South African literature (littéréture engagée) that has been prevalent since the 1960's, hope has been an established theme since the heyday of its postmodern literary movement. Van Heerden's novel The Long Silence of Mario Salviati (2000) (English translation 2002) tells the history of the Karoo town Yearsonend by means of an extensive family saga spanning several generations, in which the political and cultural unknown of apartheid South Africa is explored, while also examining the effects thereof in a post-apartheid democratic landscape. Utilizing metamodernism as a structure of feeling with its Romantic sensibility as theoretical frame, an interpretation of the novel by means of the Burkean and Kantian sublime reveals that the exploration of the unknown, the taboo and the unimaginable speaks to a resilience of the South African people, and a hope for a unified future, whether it can be achieved or not.

11:25-11:50
65579 | *Re-Defining Black Masculinities in Toni Morrison's Novels*
Asmaa Aaouinti-Haris, Universitat de Barcelona, Spain

This paper intends to explore the ways in which Toni Morrison envisions alternative models for black masculinities through her diverse and multifaceted representations of male characters in some of her most intriguing works, namely Beloved (1987) and Home (2012).
Thus, my purpose is twofold: on the one hand, to demonstrate the feminist critique of hegemonic and racist models of masculinity that guides Morrison's representations of black masculinities and, on the other hand, to analyze the strategies employed to subvert and deconstruct received notions of masculinity providing healthier, more inclusive and authentic ways of inhabiting black manhood.
In analyzing Morrison's literary renderings of black masculinities, it is essential to consider Morrison's reconfiguration of familiar ties and gender relations, specifically her ethic of refusal to binary oppositions, which I wish to examine through the lens of queer theory. By posing a challenge to monolithic ways of inhabiting manhood, Morrison's male characters find alternative modes of being a man by referring back to women. It is thanks to those women in their families that the male characters are able to regard themselves free of received notions of masculinity and embrace their true authentic selves. Self-regard facilitated by these women, thus, enables them to heal from the trauma of their particular experiences.
In order to acknowledge the hybridity of male identities in Morrison's fiction, this paper draws from Athena Mutua's conceptualization of "progressive black masculinities" as "performances of the masculine self" which both reject notions of domination and "validate and empower black humanity."

11:50-12:15
65084 | *Linguistic Image Creation in Media Based on Framing and Rhetorical-eristic Text Analysis During the 2020 Presidential Campaign in Poland*
Kacper Krzeczewski, University of Lodz, Poland

The influence media has on structuring the minds and opinions of people is substantial. People often build their knowledge based on what they hear or see in media.
I am interested in the use of language, especially in TV news services and how candidates' images were created by language. For this purpose, I will use rhetorical-eristic text analysis and framing.

Every service consists of some news. It is possible to assign most of them to one of the frames: economic, conflict, human interest, responsibility or morality. Furthermore, media messages consist of three types of language resources: rhetorical figures, tropes and eristic tricks. The goal of the presentation is to show frames and language resources that were used to create candidates linguistic images created by a few types of senders: anchors, reporters, experts, bystanders and candidates (self-aggrandisement).

I hope my research answers the questions:
-what is the role of TV news services senders in linguistic image creation?
-what types of frames and language resources were used in TV news services during the 2020 presidential campaign in Poland?
-what is the connection between frames and language resources in the linguistic image creation in news?

During the conference I will present the most important part of the research based on the last two weeks of the presidential campaign in 2020. I focus on two of the most popular TV news services in Poland: ""Fakty"" and "Wiadomości".

13:15-14:55 | Poble Nou (Room A)
Wednesday Onsite Presentation Session 3
Media and Communication

Session Chair: Hema Rosheny Mustafa

13:15-13:40
64688 | *Storytelling in a Facebook Support Group: Support Solicitation and Support Provision Among Parents of a Child With Autism*
Hema Rosheny Mustafa, Universiti Teknologi Malaysia, Malaysia
Rika Diana Busri, Universiti Teknologi Malaysia, Malaysia
Shalini Srika Bala, Universiti Teknologi Malaysia, Malaysia

Online support group using Facebook as a platform has been used widely by various communities including breastfeeding mums, caregivers, and patients. A Facebook support group for parents of a child with autism in Malaysia was set up more than 10 years ago with the objective of sharing personal experiences. Initiated by a group of parents, it has now generated 10,900 members that not only involved parents, but caregivers, health practitioners, special education teachers and therapists. This study looks into how these parents use storytelling in seeking and providing support. This qualitative study involved 10 parents, who become members for more than five years, and were recruited on voluntary basis, through the announcement posted by the researcher in the group. The posts uploaded to the group by the participants are analysed using thematic analysis, and it is found that their emotional and informational support are improved. The sense of belonging that they hold encourages them to share stories regardless of how disappointing they were. Most posts shared are accompanied by photo(s) of their child with autism. The researcher believes that this Facebook group is used as an avenue for these parents to share stories as they could not do so on their personal Facebook account due to the stigma they received from friends who do not have children with autism. This online support group has helped many parents of a child with autism in Malaysia and its practical implications are discussed.

13:40-14:05
63668 | *Engaging/Creating Difference: The Relevance of Cultural Identity as Laypeople Plan a Newscast*
Rebecca Lind, University of Illinois at Chicago, United States

This study placed 18 groups of African-, European-, and Latin-Americans (divided by race and gender) into the role of news producers; each peer group was charged with planning a hypothetical TV newscast from a list of realistic stories. The study investigates the relevance of cultural identity as these groups go about their task, and found clear differences in the extent to which cultural identity was articulated, the type of identity considered (race, gender, religion), whether the focus was on the ingroup or outgroup, and whether the references were affirmatively or negatively valenced. The study also compares the content different cultural groups included in the newscasts. Assuming that a context can function actively to weave together (rather than the more passive conceptualization of context as that which surrounds), this research concludes that discourses of separateness, of narrowly-defined identity, and of inequality were common; the context enacted by participants revealed a strained, uneven social fabric.

14:05-14:30
64773 | *Media Penetration and Economic Growth: Case Study of South Africa*
Aaron Tshidzumba, North West University, South Africa
Opeyemi Oladunjoye, North West University, South Africa

South Africa has the largest economy in Africa with a 4.9 percent growth rate as well as 46.4 percent in media penetration, the largest in sub-Saharan Africa. Media penetration has altered modes of communications and information dissemination between citizens, governments, and international economic relations through advanced development in digital technologies. Despite the problems of underdevelopment and imperfect markets which made developing countries susceptible to the drawbacks of the lack of information availability. As well as the challenges of poor equipment investment and infrastructure and underdeveloped media which made the consumers and citizens remain under-informed about economic activities and markets. It has been established in the literature that countries with more open economies tend to have higher media penetration rates while several studies have also examined and emphasized the relevance of media as an engine of growth in developed economies. Due to ever-increasing media and economic globalization, this study intends to advance knowledge on how either media penetration or economic growth influence each other in Africa, especially in South Africa. Given this, the study intends to investigate the impact of media penetration on economic growth in South Africa and determine the direction of causation between media penetration and economic growth in South Africa. Secondary data shall be sourced from the World Development Indicators (WDI) of the World Bank and data collected would be analyzed using econometrics techniques. The study will expand our understanding of how either media penetration or economic growth influences each other in South Africa.

14:30-14:55
64855 | *Women and Modernity: Female Images in Chinese Cigarette Cards*
Selina Gao, Murray State University, United States

Cigarette cards were first introduced to China in Shanghai by Duke Tobacco Company at the end of the 19th century to open its market in Asia. Soon, Chinese tobacco companies also joined in on the competition of the tobacco war. Numerous series of beauties cards were included in cigarette packages as a form of collectible advertisement. These cards were a new and widely viewed vehicle for both selling consumer goods and tacitly endorsing new roles and behaviors for women during a period of great cultural change. The women featured here included renowned beauties, socialites, celebrities, escort girls, movie stars, famous singers, and athletes. These cigarette cards mostly portrayed refined modern beauties sporting new hair styles along with awe-inspiring dresses and accessories. For example, they showed women with curly hair, short haircuts, new fitting Cheongsams, swimsuits, and sportswear, setting fashion trends that were embraced by the female population. The artistic styles of these images transformed along with the changes in Chinese politics, the economy, social fashions, and ethnic values. This paper traces the evolution of female images in these cigarette cards over the first half of the 20th century. In doing so it addresses the relationship between these changes and women's liberation, illustrating social transformation over the course of different historical periods. It uses visual references to focus on the western impact on public images of Chinese women, women's roles during the Chinese enlightenment movement, and women's self-liberation and national salvation.

Wednesday Onsite Presentation Session 4

Arts & Humanities - Interdisciplinary

Session Chair: Badar Al-Mamari

15:10-15:35
64477 | *The Future of Small-to-Medium-Scale Production of Ceramics: The Use of Thermoplastic Polyurethane 3D Printing to Produce Molds in Educational Institutions*
Badar Almamari, Sultan Qaboos University, Oman

Using 3D printers to create molds for ceramics arts and industries is one of the new techniques influencing these creative fields. The role of thermoplastic polyurethane (TPU) in the creative industries has received increased attention across a number of disciplines in recent years. It is well known that TPU is a flexible, durable material, and it is considered a suitable material to create ceramic mother molds because of its abrasion-resistant thermoplastic nature. However, the most important reason to use TPU in ceramic plaster molds is that the plaster can be extracted from molds very easily and all the copies will be typically similar to each other. There is an urgent need to address the problems associated with using this technique in ceramics educational institutions. The aim of this paper is to experimentally explore the use of TPU 3D printing in developing ceramic molds and draw the attention of mold-makers to the best practices to solve these challenges.

15:35-16:00
64774 | *Corporate Social Responsibility and Community Development: The Case of Dead Sea Hotels*
Mohammad Al-Badarneh, Yarmouk University, Jordan
Ghaith Malkawi, Yarmouk University, Jordan
Omar Alananzeh, Yarmouk University, Jordan

This study aims to assess the extent to which the Dead Sea hotels practice corporate social responsibility and its effect on residents' behavioural intention. For this purpose, a new model was developed consisting of in-dependent variables (socio-economic, cultural, and environmental aspects) and dependent variables (support for tourism and willingness to work in hotels). The Dead Sea was selected for the current study area due to the tourist attractiveness and the availability of many luxury hotels. A quantitative approach was used through 710 questionnaires distributed over four villages; all of them are valid for data analysis. The analysis was carried out using Amos software. The study findings showed that the social responsibility of hotels in terms of socio-economic practices had a positive impact on the support of tourism and willingness to work in hotels. Cultural practices also positively impacted the residents' support for tourism and willingness to work in hotels. The environmental practices did not affect residents' support for tourism, but there is a positive effect on the willingness to work in hotels. Based on the results, theoretical and managerial implications were suggested.

Wednesday Onsite Presentation Session 1

Learning Experiences, Student Learning & Learner Diversity

Session Chair: Beatrice Ngulube

09:30-09:55
64935 | *Effectiveness of Learning Objectives Articulated in Some of the Undergraduate Textbooks in Developing Entrepreneurial Skills in the Students*
Beatrice Ngulube, Tshwane University of Technology, South Africa

Entrepreneurs are needed in great numbers for economic growth and economic development since they are increasingly recognized as a driving force for innovation and job creation. To achieve this, the teaching and learning of entrepreneurship should be given the centre stage. A paradigm shift from a salaried society towards an entrepreneurial society should take place. Entrepreneurial students need to be more entrepreneurial in their thinking to effectively contribute to job creation. Hence, why many institutions are greatly interested in teaching entrepreneurship to solve the problem of unemployment. However, little is known about how entrepreneurship textbook objectives assist in developing skills, argumentative minds, creativity, and critical thinking in students. Textbook objectives have a significant impact in improving courses and increasing student learning and satisfaction. The study presents a content analysis of 92 objectives of an entrepreneurship textbook which is prescribed by three universities in a developing economy. The results revealed that entrepreneurship textbooks need more development to be more effective in developing entrepreneurial skills and innovative minds. In this textbook only 7.7 % of the desired entrepreneurial skills are covered. There is a shortfall of 92.3 % of appropriate objectives. It is recommended that entrepreneurship teachers should prescribe textbooks with objectives and topics which focus on the development of entrepreneurial skills and prepare students to become real entrepreneurs not business managers. Secondly prescribed textbooks should follow a constructive alignment process where the learning objectives represent what the student would gain from the experience.

09:55-10:20
65487 | *Financially Educating Generation Z Using Digital Media – A Competitive Field Test of eduStories® versus Texts*
Mona Winterwerb, University Neu-Ulm, Germany
Stefanie Schöberl, University Neu-Ulm, Germany
Barbara Brandstetter, University Neu-Ulm, Germany

A good general education on financial topics is required for wise financial decisions and thus also for one's own material financial security. However, according to consistent studies, financial literacy is particularly poor in Generation Z, which is now on the threshold of professional life (Klapper et al., 2015). Against this background, the question arises as to how financial knowledge can be prepared and presented for Generation Z to arouse the target group's interest in financial topics on the one hand and to enable effective knowledge transfer on the other.
 This study investigates the potential of two different digital presentation formats for teaching financial education to secondary school students: The so-called eduStories® versus text. eduStories® are digital learning modules that, similar to the story format of Instagram, combine various digital elements such as photos, videos, text and quizzes to explain a financial topic. Both formats contain the same information on a given financial topic to ensure comparability. Two different sub-samples consisting of German 8th and 9th-grade school classes are used to test one of the two formats. The students evaluated their format based on attractiveness, seriousness and comprehensibility criteria. In addition, the respective increase in knowledge through the presented format is measured.
 The results show that eduStories® are judged significantly better by the target group than the text: the stories are more entertaining and overall more appealing. However, knowledge creation was similar in both formats, i.e. stories can help arouse interest but have no advantages in the actual transfer of knowledge.

10:20-10:45
65243 | *Social and Emotional Learning in the Apprentice Experience – A Mixed-methods Investigation*
Joe Pagnoccolo, Holmesglen Institute, Australia
Santina Bertone, Central Queensland University, Australia

This study looked at apprentices in a public vocational training institute in Victoria, Australia, to better understand the function of social and emotional learning (SEL) in apprenticeships. The Social-Emotional Competence Questionnaire (SECQ) (Zhou, Ee, 2012) was administered online to indentured apprentices using a cross-sectional survey design, followed by one-on-one in-depth semi-structured interviews. The online survey included 144 apprentices from a variety of trades (120 males, 21 females, and 3 who want not to be identified). A total of 31 apprentices were interviewed in-depth (24 males, 4 females: average age 30 years). The findings are based on the five components of SEL (Self-management (SM), Self-awareness (SA), Social awareness (SoA), Relationship Management (RM), and Responsible Decision Making) (RDM; CASEL, 2021a). Self-awareness was found to be important in the quantitative data. The findings support the use of SEL to help apprentices increase their skills and knowledge during their training. This study adds to the studies on the role of social and emotional development in the apprentice experience. It enables stakeholders to gain a better understanding of SEL in the apprentice experience and to develop training delivery methods. More research is needed to fully understand this issue in the apprentice experience because there is a scarcity of research on SEL competencies in apprentices.

11:00-12:15 | Sant Sebastia (Room B)
Wednesday Onsite Presentation Session 2
Learning Experiences, Student Learning & Learner Diversity
Session Chair: Yueh-Chun Huang

11:00-11:25
64992 | *Conceptions of Modesty and Showing-off Behaviours: Impacts on Postgraduate Students' Being Able but Unwilling to Respond/ABU in a UK University*
Joe Ce Qiao, University of Stirling, United Kingdom

There have been many discussions regarding Chinese students' reticence. The author, in 2021, created a new term ABU - being able but unwilling to respond (ABU) to explore a particular type of reticence of Chinese and EuBA (European, British and North American) learners. Apart from many frequently reported factors such as low English proficiency, academic incompetence, etc., modesty and fear of being labelled as a show-off/FSF are repeatedly concluded by researchers targeting East Asian context. But regrettably, no one has reported what modesty and show-off are (gap 1); there is a lack of quantitative and comparative study to check whether Chinese students have stronger ABU tendency (gap 2); whether modesty and FSF are factors for ABU (gap3). Therefore, the researcher used questionnaire, interview and classroom observation to collect data to fill those three gaps with 28 postgraduate s (Chinese and EuBA) in a UK university. Attitudinal questionnaire data filled gaps 2&3 – Chinese learners have stronger ABU tendency; modesty and FSF are factors for Chinese learners' ABU, not EuBA's ABU. Open-ended questionnaire data and phenomenological interview provided rich descriptions of what modest and show-off behaviours are (gap 1) and the differences do exist between Chinese and EuBA groups. Furthermore, classroom observation for an online class for 2 months enabled the researcher to calculate 'how many words' and 'how many times' Chinese students and EuBA students verbally speak out for answering questions and peer discussion. This responded to a non-stop debate about that Chinese learners are reticent/not reticent with evidence.

11:25-11:50
65346 | *The Making of Superintendents of Education in South Korea*
Yueh-Chun Huang, National Chiayi University, Taiwan

Since 2007 the superintendents of education in South Korea have been elected by the general public. This is the so-called direct election system for superintendents. The superintendents are directly elected by the residents, who significantly differ from their counterparts in most other countries. Moreover, this change in nature is an innovative reform. Its purposes are to implement decentralization, local participation, educational administration independent of the general administration, and professional governance in South Korea. On June 1, 2022, the latest election of local superintendents was held together with the election of the local city and provincial chiefs and councilors. The purpose of this study is thus to observe the latest local election of education superintendents and to analyze the advantages and disadvantages of the election mechanism of local education superintendents in South Korea. For the above purposes, the interview method was employed in the study. In this study, there are six interviewees, comprising four professors and two superintendents. Based on the findings, suggestions are made for improving the superintends election system, including lowering the voting age, running the mating system, establishing a regional education committee, evaluating local offices of education, and nominating candidates for the superintendent of education by the Parties.

11:50-12:15
65071 | *Understanding User Feedback Through Negative Emotions: A Learning Experience*
Franci Suni-Lopez, Universidad de Lima, Peru
Angela Mayhua-Quispe, Universidad La Salle, Peru
Nadia Rodríguez-Rodríguez, Universidad de Lima, Peru

User Feedback is an important topic to be taught in Software Engineering (SE) courses. Furthermore, it includes theoretical concepts related to questionnaires, the time elapsed, mouse movements, etc., that are used to understand the topic better. In this context, teaching and learning theoretical concepts in different courses are great challenges in education in universities, particularly in this topic, due to the lack of practical applications or examples of real-life problems. Therefore, it is important to adapt the theoretical concepts to the advancement of technology. In this paper, we propose an innovative methodology for teaching implicit user feedback through the analysis of actionable emotions (i.e., emotions triggered by the interaction with a software service). We apply our proposal during three sessions; in the first and second sessions, students reviewed the theoretical concepts in class. The last one was carried out in the ICE-InnovaT studio, where a system, in real-time, recognizes negative emotions from a user who was interacting with a software service; in this session, the students were watching the results of the system during the user interaction with the software. Our experience indicates positive results in the adoption of this new approach. Overall, students reported positive comments related to using emotion recognition technologies to understand implicit user feedback.

Wednesday Onsite Presentation Session 3
Learning Experiences, Student Learning & Learner Diversity

Session Chair: Azianura Hani Shaari

13:15-13:40
65600 | *Actions Towards Sustainable Communities: Exploring Pre-Service Teachers' Experiences of Science for Global Goals Curriculum*
Tristan Orbeta, University of the Philippines, Philippines
Frederick Talaue, De La Salle University, Philippines

Learning environments for education for sustainable development (ESD) have emerged as new contexts for collaborative science learning, co-engagement in shared community concerns, and participation in meaningful collective action-taking towards sustainable futures. Shifts in pedagogy demand that teacher preparation courses promote new teaching practices to support such learning environments. In this study, we interrogate Filipino pre-service teachers' (PSTs) experiences in participating with ESD curriculum materials developed by Smithsonian Science Education Center in the US. These community action research guides were originally designed for face-to-face learning but they had to be adapted to an online platform as part of the shift to emergency remote learning during the pandemic. We are interested in how PSTs learned science and how such learning informed their action research projects for their focus community. Moreover, we explore their evaluative judgments of the curriculum materials and their implications on the types of learning support needed to structure critical reflection on pedagogical frameworks for ESD. The data sources for this analysis include various student artifacts and focus group discussion recordings. We find that while our participants have begun appropriating science as a resource for analysing and proposing solutions to community problems, they demonstrated a lack of deeper criticality of the design features of the curriculum. It is worth noting that their community-based research projects were accomplished in the face of indefinite community lockdowns and heightened anxiety for safe passage through the pandemic. We offer our reflections on what it means to prepare PSTs to teach for ESD.

13:40-14:05
64718 | *Enhancing the Comprehensibility of Palm Oil Knowledge Using Augmented Reality*
Azianura Hani Shaari, The National University of Malaysia, Malaysia

Even though oil palm trees have been in Malaysia since 1870s, knowledge on its benefits should be constantly reinforced among youngsters, especially those living in urban areas. Palm oil education is important in Malaysia because this lucrative industry not only spurs economic growth, but provides employment opportunities and wealth creation. The present project aims to develop an online platform that provides stages of knowledge and exposure on oil palm trees for school students in Malaysia. Based on Constructivism theory, the present study also aims to highlight the advantages of augmented reality (AR) as an interactive learning platform that provides a real-world experience for young learners, guided by computer-generated perceptual information. The project was divided into two stages: (1) a development of a mobile augmented reality and multimedia application for palm oil education (preliminary stage) known as MAYA SAWIT AR, and (2) the assessment on the effectiveness of the application in increasing students' understanding of the basic structure of oil palm trees in Malaysia. The application assessment was made through a feedback form, that was prepared based on several elements of Constructivism and Reading Systems Framework. The AR application was shared with 30 students who downloaded, explored and learned from the app, before responding to the feedback form. The findings indicate some positive outcomes. The development of MAYA SAWIT AR that focuses on the combination of inputs from learners' senses, existing knowledge and new information in producing new meaning has proven to enhance their knowledge comprehensibility through reflextive learning materials.

14:05-14:30
64973 | *If Inclusion Means Everyone, Why Not Me? Parents of Students With Developmental Disabilities Speak Out*
Sheila Bennett, Brock University, Canada
Jacqui Specht, Western University, Canada
Monique Somma, Brock University, Canada

This study is based on a partnership between Community Living Ontario, ARCH Disability Law Centre, and researchers from Brock and Western. Surveys were completed by 280 participants and 35 interviews were garnered. The main findings from this study will be shared and include; academic and social barriers including access to curriculum and school activities, exclusion for disability related reasons, conflict with schools or school boards, lack of appropriate planning and communication, and leadership style and beliefs about inclusion. Participants in this workshop will be challenged to consider what inclusion looks like in their buildings and how they can encourage forward movement in the area of equitable, inclusive education for all students.

14:30-14:55
65593 | *On Space, On Place: Emerging Tamaraw Identity: The FEU Lived Experience Journey of Students in the Communication Discipline*
Maria Gwenetha Pusta, Far Eastern University, Philippines

The FEU Learning Journey provides a more formal structure that will capacitate students to navigate their academic lifecycle and prepare for career and life goals. It also integrates selected curricular and co-curricular activities as critical components of the students' holistic development. The Student Life Cycle Model (Lizzio & Wilson, 2010) framed the analysis, where purpose (goal after university; capability (curriculum, co-curriculum), culture (school pride and system), and connected (relationships) were examined. Using multiple methods of qualitative inquiry of concept maps and narrative analysis of the lived experiences of FEU students, this paper focused on identifying the Emerging Identity of the Tamaraw highlighting conceived space, spatial practices and experiences that provided sources of insights to be valued and examined closely. Findings of the study indicated that academic policies (conceived space), practices (spatial practices) and experiences (lived space) are realized as comprehensive components of space (Lefebvre, 1991). The Tamaraw identity – optimistic and confident with a strong sense of self, is techno-literate, a team player with a sense of civic duty resonates with the FEU core values of Fortitude, Excellence and Uprightness. This identity were reinforced in certain spaces where the sense of belongingness to the community is evidently felt. Interactions and communication exchanges in these spaces also contributed to the acculturation process.

15:10-16:25 | Sant Sebastia (Room B)
Wednesday Onsite Presentation Session 4
Education and Difference/Education, Sustainability & Society
Session Chair: Reginald Salonga

15:10-15:35
65323 | *Teachers' Awareness on Supporting Students with Traumatic Experiences in School Settings: A Literature Review*
Hadeel Saleh, United Arab Emirates University, United Arab Emirates
Maria Efstratopoulou, United Arab Emirates University, United Arab Emirates

Trauma-informed teaching and caring is becoming popular and practiced among schools, after the positive impact the practices had in the medical field and judicial system (McInerney & McKlindon, 2014). Trauma is everywhere and impacts school students differently. This present study is a literature review that explored childhood trauma and its impact on students in school settings. The study focused on analyzing previous research exploring the main aspects of trauma-informed teaching and gave an insight of teachers' awareness of students affected by trauma and how trauma-informed care can better support school students. Therefore, research has shown that without teachers' sufficient knowledge on how trauma can impact a student's learning and without the correct implementation of trauma-informed teaching and care, students may suffer tremendously without support. Moreover, analysis of the studies highlighted the importance of teacher and student relationship to support students with traumatic experiences. This study offered recommendations for teachers on accentuating the importance of recognizing the warning signs and responding effectively to students affected by trauma.

15:35-16:00
65360 | *Telehealth as a Parent Training Platform: A Behavioral Development approach to Autism Intervention*
Swati Narayan, WeCAN Research, India
Gita Srikanth, WeCAN India, India

Technology has resulted in the emergence of WhatsAppTM, and Zoom Video conferencing as competitive alternate training platforms to in-person training sessions. The wide reach of internet based technology has made telehealth an effective and low-cost method of training parents as interventionists using the principles of Applied Behavior Analysis (ABA) for children with Autism Spectrum Disorder (ASD). The current study aimed at training a parent of a child with ASD to implement and deliver evidence based autism intervention. The outcomes were measured using a gold standard developmental based assessment, the Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP). The results indicate notable changes in scores on the assessment, acquisition of skills on the part of the child and the parent's skills in playing the role of the interventionist, coupled with the development of a harmonious and positive relationship between mother and child. Suggestions for further research include using the telehealth model and evidence based parental training for the dissemination of quality services to a larger population.

16:00-16:25
65375 | *The Attitudes of Medical and Nursing Students Toward Homeless People*
Reginald Salonga, Nagoya City University, Japan
Michiyo Higuchi, Nagoya City University, Japan

Theoretically, students enter health sciences program with an existing set of positive attitudes toward providing health care to those who are sick. Homeless people face several financial and nonfinancial barriers to accessing health care, and they are frequently stigmatized as troublesome and undesirable patients. The aim of this study was to analyze the attitudes of sixth-year medical students and fourth-year nursing students toward homeless people and the effect of age, gender, or any contact with homeless people on these attitudes. The Health Professional Attitudes Toward the Homeless Inventory (HPATHI), was administered to sixth-year medical students and fourth-year nursing students of the Nagoya City University, Nagoya City Japan in 2021. The HPATHI was completed by 90 medical students and 82 nursing students, for an overall response rate of 90% and 96.5% respectively. The records of 90 students (67.8 percent male and 30.0 percent female) who had all required data were used for data analysis. The mean HPATHI score was 74 (SE=0.69) out of maximum 90 on the instrument. In the case of nursing students, the records of 82 students (98.8 percent female and 1.2 percent male) who had all required data were used for data analysis. The mean HPATHI score was 73.30 (SE=0.69) out of maximum 90 on the instrument. Only two medical students and four nursing students had previous contact with homeless people during their medical/nursing program. The results suggest that medical and nursing students had positive attitudes toward the homeless people.

09:30-10:45 | Barceloneta (Room C)
Wednesday Onsite Presentation Session 1
Learning & Development
Session Chair: Jonathan Chiong

09:30-09:55
65301 | *The Human Element Factor as an Education Experience for Learning and Development in Learning Diversity*
Jonathan Chiong, Jose Rizal University, Philippines

The Human Element is a holistic and comprehensive methodology for improving the way people work together, leading to better individual, team, and organizational performance and rate of goal achievement. By dealing with root causes rather than superficial behaviors, The Human Element helps individuals, teams and organizations eliminate the behaviors that sabotage, undermine relationships, and lower motivation. For an organization to survive, they must face many challenges today from the growing pressures of economy, society and environment. It is no longer possible to manage organizations without considering global, environmental, and social sustainability impacts. To balance business growth, several things are needed: a sustainable environment; adaptable people, individuals, organizations and society. The Student Development Office of Jose Rizal University is the training office of student leaders and members of the recognized student organizations. Soft skills are being conducted monthly and this maximizes the potential of individuals, teams, and organizations, solves human-related issues to maximize workplace productivity, works to increase aliveness and trust in the organization. The study identifies three basic needs that students' organization members share: the need to feel significant, competent, likable. When people interact with each other, they seek the right amount of inclusion, control, openness so that they can feel good about themselves. The study resulted to the application of FIRO (Fundamental Interpersonal Relations Orientation) theory that creates understanding of those needs that interact with one another. FIRO also clearly shows that Self-Concept drives Feelings, that Feelings drive Behavior, that Behavior drives Results in learner diversity.

09:55-10:20
64999 | *Empowering Students Through Neurolinguistic Coaching and Positive Psychology*
Amaranta Ramos Sanchez, Centro Regional De Educacion Normal Javier Rojo Gomez, Mexico
Patricia Ochoa, Escuela Normal De Estudios Superiores Del Magisterio Potosino, Mexico

Metacognition, neuroeducation, positive psychology, and growth mindset are four frameworks of reference that despite having different origins, converge on several key points. Consequently, in Paling's Neurolinguistic Coaching, Cohen et al. SELF - questioning model, Bernard and Waltony´s Positive Education, and Carol Dweck's Growth Mindset model, the key element is in the introspective dialogue that the student establishes with himself. The objective of this reflection is reaching the optimum level of the student's learning abilities, both cognitive as well as metacognitive, in any situation, such as academic, social, or emotional. This is possible thanks to the brain's adaptive neuroplasticity and neurogenesis, and the application of the growth mindset model, which entails cultivating positive emotions and social interactions as well as fostering resilience and tenacity, characteristics that lead to effective learning and justify combining and complementing each of the four models. All four models involve drilling and practice, training, effort, resilience, and above all consistency that an individual sets out to find and meet his objectives as essential elements to increase his attention, his memory, his critical thinking, his intelligence, and his ability to develop new learning and abilities. All the mentioned considerations lead us to the conclusion that, if we apply these concepts of neuroplasticity in our teaching of metacognition concepts and strategies through a growth mindset and a positive psychology, we can lead our students to a more organic, meaningful, permanent and integral learning.

10:20-10:45
64695 | *Modulation of the Imaginary Perceptive Maps and Its Effect on the Cognitive Attitude of Medical Students*
Nikhil Kumar, European University, Georgia
Lolita Shengelia, Ilia State University, Georgia

The perception maps affect the analysis process of information which is base on an individual's previous exposure and purpose of events that influence the cognitive attitude, i.e. the response to the facts. The processing of external sensory inputs is formulated and encapsulated at different mind levels in the form of various experience modules (Pylyshyn, 1999; Raftopoulos, 2015). This study aims to investigate when these perception domains are resilient to changes in adverse conditions, regulates cognitive dimensions positively. We tested this hypothesis of self-modification by devising SPIMA technique by combining different elements of cognitive therapy. Forty medical students with South Asian ethnic status from age 19 to 26 (M=22.5, SD=2.44) were selected voluntarily without gender discrimination and assigned to their respective group of problems that participants identified to occur in the therapeutic environment. Then they completed a 15 item questionnaire and group discussion and counseling session on problems. Results (based on quantitative analysis including t-test and f-ratio, and descriptive analysis) showed when participants could recognize problems and open to self-improvement, and respond accordingly, have a positive impact on cognitive attitude. The research data reflects when perception involves the analysis of situations through various domains of self learning, produces resilience in cognitive behavior which provides an opportunity to acquire reflective and flexible knowledge that is needed to adopt according to the demand of situation. The categorization of problems in well structured format increases the intrinsic motivation and foster the flexibility of thinking that permits the participants to appraise the knowledge.

11:00-12:15 | Barceloneta (Room C)
Wednesday Onsite Presentation Session 2
Creativity

Session Chair: Karen Kar Lin Hor

11:00-11:25
65512 | *Creativity During Covid-19 Pandemic in Singapore: A Case Study via the 4Ps of Creativity*
Karen Kar Lin Hor, Singapore University of Social Sciences, Singapore

Using Rhodes's (1961) 4P of creativity framework, this paper examines how a Singaporean (person) survives through the circuit-breakers or lockdowns (press) using her skills and heritage (process and press) to produce and sell local heritage dishes (products). The "press" here demonstrated that environment could significantly affect one's career and expertise. Amabile (1983) and Csikszentmihalyi (1988) also supported that environment of a creator plays a significant role in producing a creative product. This Covid-19 Pandemic (negative press) has created several opportunities for people in all walks of life globally. During the Covid-19 Pandemic, many employees in Singapore lost their jobs in the careers that they were initially prepared for and had to reinvent new careers in another fields. The alternate fields usually arose from one's hobbies or interest and some may include elements of heritage too. Education should not only prepare one's academic achievements but also be the catalyst for lifelong learning, allowing us the space to foster creativity in one's interest albeit in non-academic subjects. With one's deliberate practice and interest throughout one's life, one can be resilient and survive using one's pro-c of creativity. This paper specifically looks at how a Singaporean unexpectedly uses her cooking skill to modify local dishes learnt since young at home to create a new career for herself and survive an unfavourable environment. Her pro-c creativity as defined by Kaufman and Beghetto (2009) and heritage (social-cultural) have contributed to her resilience in adversity. Her resilience, creativity and heritage are showcased in a local video clip via social media.

11:25-11:50
65438 | *In Search for a Space to Change: Learning from Children's Imagined and Actual Mobilities*
Nkosikhona Nkosi, Rhodes University, South Africa

Children's mobilities help bridge the gap between adult assumptions about being a child and the day-to-day lived experiences of children. This paper is a socio-spatial analysis of actual and imagined journeys of primary school children's mobilities and how they can inform educational innovation. The study combined mobile ethnography, space time-diaries and semi-structured interviews of three grade 6 children from three primary schools in Makhanda, South Africa. This research focuses on the discrete locations of everyday life with importance given to the events, settings and locations outside the classroom with little to no surveillance. The study generated rich data set that contrasted children imagined and actual journeys that are fundamentally social and in flux. The findings show that children desire thirdspaces that position children as sympathetic agents of change.

11:50-12:15
62388 | *The Application of Career and College Success as a Creative, Innovative, and Adaptive Learning Program for Personalized Education Among the International Students of Jose Rizal University*
Jonathan Chiong, Jose Rizal University, Philippines

Student engagement with the application of creative thinking and learning promotes active and creative learning that engage students in the learning process using art and design to further increases students' attention and focus, motivates them to practice higher-level creative and critical thinking skills and promotes meaningful, significant learning experiences. International students in Jose Rizal University are encouraged to take part of the Student Development Office's program that is termed as Cornerstones composed of Taga, Innovative Thinking, Creative Thinking, Life Orientations, Dynamics thinking using Black Box, and the Four Tendencies. Student engagement measures the time and effort students spend on participating in academic and co-curricular activities using arts and design. Students tend to increase their knowledge and learning more from their collegiate experiences when they allocate more time and energy to educationally purposeful creative activities, such as habitually interacting with diverse others and applying what they discover to further develop their abilities and perspective in engaging in the real world that is diverse and varied using creative means and creative educational tools, worksheets and activities. With Cornerstones, the international students of Jose Rizal University develop behavioral, cognitive, emotive, and intuitive perspective and innovation in their campus lives. The study also focuses on engagement in creative learning strategies, collaborative learning, and student faculty interaction, all of which are closely related to student learning outcomes. Research findings suggest that academic engagement of international students can be defined as a construct of interactive and non-interactive academic engagement practices, with creative culture related extra-curricular activities.

Wednesday Onsite Presentation Session 3

International Education

Session Chair: Marlous de Milliano

13:40-14:05
65421 | *Cash for Resilience: Examining the Impact of a Cash Transfer on Marginalized Girls in Refugee and Host Communities in Kenya*
Marlous de Milliano, American Institutes for Research, United States
Timothy Kinoti, World University Service of Canada, Kenya
Hannah Ring, American Institutes for Research, United States
Mary Kwena, World University Service of Canada, Kenya
Thomas de Hoop, American Institutes for Research, United States
Evelyn Jepkemei, World University Service of Canada, Kenya

Since 2017, World University Service of Canada (WUSC) has been working with local partners in northern Kenya to deliver conditional cash transfers (CCTs) to marginalized girls, including refugee girls, who struggle to attend school regularly. While CCTs have been extensively tested in low resource contexts and even refugee contexts, there is limited evidence around the impact of CCTs intended to enhance education-related outcomes in protracted refugee contexts. Methodology. To assess the impact of the cash transfer we used a mixed-methods approach. For the quantitative analysis, we used a longitudinal sample derived from annual household surveys combined with administrative school data using a difference-in-differences approach with coarsened exact matching. For the qualitative analysis, we used program reports, interview transcripts and primary data from interviews with KEEP cash transfer implementers and stakeholders. Results. The impact assessment shows no statistically significant effects of the KEEP cash transfer on school attendance or performance in Kakuma. In Dadaab, we found larger positive trends in education performance for the cash transfer group, but we were unable to assess the impact of the program because the test for the parallel trend assumption, which is underlying our identification strategy, only held in Kakuma. In further analysis, we find that more than half of the beneficiary households thought that the cash transfer was insufficient to cover their needs during the pandemic. The qualitative analysis found some inefficiencies in the implementation. Influences due to COVID-19 or implementation barriers could have diluted the effect of the cash transfer on school attendance.

14:05-14:30
64275 | *Community Support and Teachers' Use of Digital Technology: A Comparative Case Study of Two Primary Teachers From England and Vietnam*
Hien Dinh, Tampere University, Finland

The integration of digital technology has been highlighted in national curriculum agenda worldwide as the key to prepare students for the 21st century. Particularly, since many countries experienced school closures during the pandemic, the utilization of online platforms in teaching and learning has increased dramatically. However, literature has shown that despite the increased use of technology in teaching practices, improvement in student learning has not necessarily followed as a consequence. Barriers to digitalization have been widely attributed to teachers' beliefs, attitudes, and digital competency; nonetheless, such a view might have overlooked the critical role of community, which also meditates technological integration activity through tools, rules, and division of labor. Employing cultural historical activity theory, this comparative case study aims to explore the influence of community on the use of digital technology of two primary teachers from England and Vietnam. Data collected from semi-structured interviews and document analysis (e.g., policy document, curriculum, websites) demonstrated how the community, through technological resources, cultural norms, professional traditions, and power relations mediated activity systems and consequently led to the difference in these teachers' adoption of digital technology for teaching purpose. Implications suggest that to support teachers for digitalization requirements, a clear division of labor regarding technological issues, the combination between top-down and bottom-up management approach, explicit rules and a collaborative culture developed among all members in the community including teachers, principals, administrators, parents, students, and outside experts are needed.

14:30-14:55
64065 | *Re-introducing International Students to Face-to Face Learning in the New Normal*
Parin Somani, Independent Scholar, United Kingdom

Remote learning became the primary mode of educating students within higher education during the coronavirus (covid-19) pandemic. The lockdown regulations imposed by national and international governing bodies, resulted in physical closures of higher educational institutions forcing students to return to their homes to acquire knowledge via technological platforms. This included international students who returned to their countries of residence from England and continued to attend remote learning sessions provided by their higher educational institution. This study aims to identify the effects of the covid-19 pandemic on international students within higher education. There is an endeavour to re-introduce international students to face-to-face learning within English higher education institutions in the new normal world. A systematic literature review is carried out via a thorough literature search. Results have indicated that international students contribute immensely to the English economy supporting local economics, employment and they have a positive impact on the export market. The admission of international students within higher educational institutions in England, have constituted towards compensating for economic loss caused by a decrease in enrolment of English national students. International student vulnerability is caused by the temporary immigration status; exclusion of governing body funding programs; financial and psychological distress to continue education; international student admissions and digital inequalities. International students and higher educational institutions can overcome these challenges with resilience and collaboration between governmental and non-governmental organisations to ensure equality in the new normal world.

Wednesday Onsite Presentation Session 4

Teaching Experiences, Pedagogy, Practice & Praxis

Session Chair: Pascal Stiefenhofer

15:10-15:35
65525 | *A Pedagogy Quality Evaluation Model: Assessing the Quality of Human-machine Interactive Learning in Econometrics*
Pascal Stiefenhofer, Newcastle University, United Kingdom

The aim of this paper is to evaluate the pedagogical quality of a human-machine interaction-based active learning pedagogy in which students co-create their own learning experience of econometrics in a digitalised learning environment with Interactive Learning Documents (ILDs). ILDs are dynamic interactive documents developed in Jupyter notebook using Python programming language designed to facilitate interactive learning of data analysis, modelling and visualisation. To assess the pedagogical quality of an ILD based pedagogy we consider fuzzy evaluation mappings balancing expert and student data input within a multistage analytic hierarchical process. Our quality assurance model produces a distribution of strength of pedagogical quality from which a representative index can be derived. An in-class experiment with Newcastle University postgraduate students reveals that the strength of quality of our new pedagogy characterized as good, very good, and extremely good is 82%.

15:35-16:00
65330 | *Promoting Teacher Confidence With Technology Through Risk Taking and Organisational Changes: A Welsh Perspective*
Sophie Meace, Cardiff Metropolitan University, United Kingdom
Fiona Carroll, Cardiff Metropolitan University, United Kingdom
Rita Kop, Yorkville University, Canada

There is no doubt that technology is a powerful pedagogical tool (Sutherland & Triggs, 2009), playing an important role in learning within and outside of the curriculum at varying levels of education (Gillespie, 2007). In Wales, the recent curriculum changes (Welsh Government, 2020) and the emergence of the Digital Competence Framework (DCF) (Welsh Government, 2018) means that schools and teachers are now responsible for creating "learners [who can] thrive in an increasingly digital world" (Government, 2016, p.2) To nurture digital competence in school pupils in Wales, we need to understand how teachers feel about using technology in their teaching practice and how confident they are with promoting and cultivating digital competency amongst their learners. This paper aims to give a snapshot of how teachers are feeling, particularly after a disruptive shift to moving learning and teaching online during the COVID-19 pandemic. For many teachers, this dramatic shift in their practice took them totally out of their comfort zones and presented many challenges along the way. Through findings from a qualitative survey and a series of semi-structured interviews we learn that taking risks is an integral part of changing teachers' practice with technology and whilst COVID-19 presented many challenges for teachers, positive experiences during this period has the potential to foster confidence amongst teachers for the future. The question now is, how do we support teachers to take risks with technology and make this change in their practice?

16:00-16:25
64971 | *Remote Learning Infrastructure and Practice in Philippine Secondary & Higher Education: Current Situation and Proposed Direction*
David Michael San Juan, De La Salle University & National Research Council of the Philippines, Philippines
Prince Jhay Agustin, De La Salle University, Philippines

Even before the COVID-19 pandemic, the education sector is already in a crisis in the Philippines – mired in perennial backlogs in resources and personnel, and suffering from worsening quality evident in low average scores in national standardized tests and in international assessments too. Thus, the education crisis got worse when the pandemic struck as new gaps in needed resources sprouted (such as gadgets and infrastructure for online learning). This is a descriptive study that utilizes a combination of literature review, policy analysis, experience-based observations, and secondary data analysis, to 1) describe the situation of the necessary infrastructure (e.g. electricity and internet) for remote learning in the Philippines; 2) present the current situation of remote learning practice in the Philippines; and 3) outline proposed policies to improve the infrastructure and practice of remote learning in the country. The researcher concludes that based on data gathered, many communities still lack the necessary basic infrastructure for online learning, and even in areas where these are available, the costs pose a barrier to universal access. Furthermore, while private schools are able to cope up with the requirements of online learning, public schools have a lot of catching up to do, especially in secondary education where a number of communities were compelled by the circumstances to adopt modular (non-online) modes during the pandemic. Thus, the researcher recommends that the government ensure that the basic infrastructure for online learning be established and enhanced nationwide, and that costs be regulated to ensure universal access.

09:30-10:45 | Gotic (Room D)
Wednesday Onsite Presentation Session 1
Multicultural Learning
Session Chair: Rowell Madula

09:30-09:55
65237 | *Diaspora, Globalization, and Education: An Initial Survey of the Filipino Guro in Thailand and Indonesia*
Rowell Madula, De La Salle University, Philippines

A number of Filipino families seek migration to another country as one of the few means to achieve social mobility. In the past decades, the government's labor export policy has pushed many Filipinos to find jobs overseas. Today, there are around 3,500 Filpipinos leaving the Philippines everyday to look for a better job or a better life abroad. This paper is a preliminary study on the plight and experiences of the Filipino teachers or the Filipino guro in two Southeast Asian countries, Thailand and Indonesia. This is a qualititative study that utilizes case analysis and literature review to describe the situation and experiences of Filipino teachers in categories such as cultural adaptation, work conditiona, and the formation of the transnational identity. As a result of this preliminary study, I have come up with some realizations: 1.The labor export policy of the Philippine government encourages Filipino migration to foreign countries to find better jobs and better compensation and benefits; 2. Globalization and ASEAN integration makes education in the region more inclusive and accessible to teachers epecially Filipino teachers who are preferred because of their positivie qualities such as being hardworking and can easily adapt to foreign cultures, and 3. Transnational identity in the ASEAN region is becoming a more relevant issue in the region.

09:55-10:20
65065 | *Estonian Teachers Self-efficacy in Multicultural Classrooms*
Karolin Mae, Tallinn University, Estonia
Meril Ümarik, Tallinn University, Estonia

With the increasing diversity in Estonian classrooms (Tammaru et al., 2021), teachers are expected to engage students from different cultural and linguistic backgrounds and cultivate open attitudes among learners (e.g. Gay, 2002; Ladson -Billings, 2020; Irvine, 2003; Sleeter, 2012; Nieto 2017). However, several reports highlight that teachers feel ill-prepared to cater for diversity (OECD, 2016, Eurydice, Different researchers have posited that such differences come from teachers' incapability to engage students from diverse cultural and linguistic backgrounds (Irvine, 2003; Crawford, 2000). The focus of the study is the teacher's self-efficacy in a multicultural classroom, that is, the teacher's perceived ability to use various strategies and activities to influence learners and achieve the desired outcome in a multicultural classroom (Choi & Lee, 2020). The analysis is based on semi-structured interviews with Estonian basic school teachers (N = 20) who have previous experience teaching students from different cultural backgrounds. The thematic analysis shows that teachers with higher self-efficacy use several culturally sensitive teaching strategies, such as creating an open classroom environment, introducing multiple perspectives in the classroom, taking the student's individuality into account and building good relationships with learners. The study shows that factors supporting self-efficacy include previous experience with a diverse student body, a collaborative school culture, competence building through training, foreign language skills, an open attitude and experience of living abroad. The biggest challenges for teachers are finding a common language with learners from another cultural space, lack of time or materials, lack of psychological skills and burnout.

10:20-10:45
64923 | *Learning in a Multicultural Reality – Distance Learning in Corona Crisis*
Dolly Eliyahu-Levi, Levinsky Collage of Education, Israel
Rivka Hillel Lavian, Levinsky College of Education, Israel

The corona crisis, the social distance and distance learning posed new challenges for higher education, which were required to address the academic, social, and emotional needs of students. Researchers agree that integrating the principles of social emotional learning (SEL) may contribute to fostering intercultural competence, empathy, and the ability to cope with situations of conflict, ambiguity, and uncertainty. To achieve this goal, five researchers, who in five different courses at a college of Education have developed a comprehensive curriculum on socio-emotional learning.
 The aim is to examine how students experience distance learning in courses based on SEL principles in multicultural contexts. The research approach is qualitative-interpretive, looking at social reality as a product of interpretive processes, influenced by personal structures. Participants are 130 students from undergraduate and Master's programs. Research tool is a collaborative blog that allows participants to be exposed to perceptions, thoughts, and beliefs, share knowledge, and respond to other participants. Findings revealed four spaces of learning experience: Space that looks inward; Supporting space; Space for self-management; Space for teaching insights. The four spaces revealed a process of developing abilities such as awareness of strengths and weaknesses, understanding social situations, ability to understand different and unfamiliar attitudes, stress management, self-discipline and problem solving. It was also found that the lectures were characterized by flexibility, gave way to autonomy, to choose between alternatives, to broaden the multicultural point of view and to look in and out while examining the individual, professional and group process.

Wednesday Onsite Presentation Session 2

Higher Education

Session Chair: Glory Moroesi Pitikoe Chiloane

11:00-11:25
65409 | *Digital Learning Assistants in Higher Education Environments: A Qualitative Focus Group Study*
Mascha-Lea Fersch, Ansbach University of Applied Sciences, Germany
Sigurd Schacht, Ansbach University of Applied Sciences, Germany
Betiel Woldai, Ansbach University of Applied Sciences, Germany
Charlotte Kätzel, Ansbach University of Applied Sciences, Germany
Sophie Henne, Ansbach University of Applied Sciences, Germany

Digital technologies have become increasingly important for educational institutions since the Covid-19 pandemic. In this paper, we present an artificially intelligent assistant system, that supports students and prospective students on different levels. In addition to an AI-based chatbot as the central communication element, the virtual guidance system also includes planning, study analysis and motivation applications. To evaluate how the assistant can best address students' needs, a qualitative focus group study was conducted, involving first a user testing of the chatbot prototype and second an assessment of different concept sketches for the planner and motivator applications. Results from the user testing of the chatbot suggest the importance of a vivid persona and appealing design, accurate, guided, and direct answering, as well as optional push-messaging. In the second part concerning planner and motivator, the students expressed the wish to integrate predominantly functions, which help to prepare on time for exams and ideally bundle the applications on one platform to avoid switching between different platforms. Furthermore, participants voiced privacy concerns, as well as an increase in distraction and competitive pressure through gamification. The findings were used to further develop and refine the digital assistant before launch and give detailed insight into the why and how digital assistants can be successful in educational settings.

11:25-11:50
64788 | *Perceptions of TVET Students Regarding the Integration of Learning Management Systems (LMS) for Teaching and Learning: Situation Analysis of TVET College in South Africa*
Glory Moroesi Pitikoe Chiloane, Tshwane University of Technology, South Africa

Emerging digital technologies in education are changing the traditional institutions by providing new possibilities for learning online and integrating technology for pedagogical innovation. Higher institutions such as universities and Technical and Vocational Education and Training (TVET) colleges have implemented and adopted the learning management system (LMS) as an innovative alternative digital technology for online teaching and learning. A quantitative research approach was applied in this study. A questionnaire was used to collect data from the 215 TVET students. The students were randomly selected to share their experiences with regard to the integration and adoption of Learning Management Systems (LMS) for teaching and learning. The collected data were analysed using the SPSS software package. The findings indicated that most of the participants believed that LMS improved their learning performance, it is easy to be used and they will continue using it because it is fun. The recommendations indicated that the TVET college need to develop the lecturers with relevant technological skills and knowledge. The college management must be abreast with the latest technology tools that are applied at other TVET colleges.

11:50-12:15
64720 | *Transformations in Higher Education: Integration of Future Technologies into Teaching and Learning*
Meril Ümarik, Tallinn University, Estonia
Larissa Jõgi, Tallinn University, Estonia

Universities have undergone remarkable digital transformations during the recent decades triggered by increasing role of information technology in everyday lives, but also due to new realities created by the pandemic. This paper focus on understanding the adoption of new emerging technologies by academic staff and how this affects teaching and learning in the university. The case of an Estonian universities will be analysed. During the school year 2021/2022 interdisciplinary group of academic staff have been introduced with new technologies (e.g. virtual reality, telepresence robots, augmented reality, interactive whiteboard etc.) and they tried to integrate them into their teaching practice. The research questions were: how to integrate new technologies in university studies? How does the application of new technologies affect university teachers' identities and teaching practices? The analysis is based on the several rounds of group interviews conducted with teaching staff from different university departments during the testing period. We find the conceptual frames of innovation diffusion theory (Rogers, 2003) and cognitive approach proposed by Spillane et al. (2002) useful to explain the technology adoption process. Interplay of different aspects plays their role in the innovation adoption process - the innovativeness of the user, but also the nature of the technological solution. Technologies that were perceived as more compatible with university teachers´ previous experiences, possible to try out in a smaller scale, and less complex are adopted more easily. Moreover, the sense-making of changes or innovations is important and can be viewed as the key to adopting educational changes.

13:15-14:55 | Gotic (Room D)
Wednesday Onsite Presentation Session 3
Interdisciplinary Education and Arts
Session Chair: Stephen Lownes

13:15-13:40
64924 | *Latin American Film for Future Nurses: Teaching Clinical Empathy and Narrative Medicine Awareness to Work With Immigrant Populations*
Steven Lownes, University of South Carolina Union, United States

During the COVID-19 crisis, many healthcare workers experienced burnout and increased psychological issues including stress, depression, and anxiety (A. Shechter et al. 2020). The pandemic put an additional burden on these workers that stretched their ability to be empathetic towards their patients thin. With a need for more healthcare workers, there are several studies that debate the usefulness of clinical empathy training for future professionals (Anzaldua and Halpern, 2021; Guidi and Traversa, 2021) and how best to provide proper patient care that includes engaged curiosity and narrative medicine as possible points of engagement. Additionally, immigration has been a scrutinized issue by politicians and the American public for several years with erroneous views on immigration to the United States being widely held. A November 2021 CBS poll (Salvanto et al. 2021) showed that while one in five people support continued immigration, the same amount support ending all immigration. Beginning in the fall of 2021, I developed a Latin American Studies course for our pre-nursing cohort to fulfill the "non-western" course requirement for nursing school and to expose students to Latin American narratives to encourage an intellectual curiosity about their future patients. In this paper, I will discuss the use of Latin American films as a primer for students to better understand the history, culture, and migration patterns that could affect patient relations. I will discuss the format and design of the course, evaluation procedures for students, and student outcomes.

13:40-14:05
64904 | *The Development of a Measurement Tool of Resilient Leadership for Principals*
Rujer Wang, National Taichung University of Education, Taiwan

Since the beginning of 2020 the appearance of COVID-19 has gradually been becoming a global pandemic. We have seen one of its impacts on schools and their teachers and students around the world. It is essential for principals to be equipped with resilient leadership so as to cope with the kind of school crisis. However, due to lack of a tool for measuring the leadership resilience of principals, it is not clear whether or not the principals are capable to lead their schools out of the crisis. The purpose of this study is therefore to establish a measurement tool of resilient leadership for principals. Specifically, this study is: 1) to examine the relevant literature so as to understand the concept of resilient leadership of principals and its theories and studies concerned; 2) to look at the theoretic developments and conceptual framework of resilient leadership of principal 3) to develop a tool for measuring resilient leadership of principals under the global contexts of coronavirus pandemic. The methods employed in the study include focus group and documentary analysis. Based on the findings, suggestions for how to use the developed measurement tool of resilient leadership for principals are made in the final part of this study.

14:05-14:30
64316 | *Hauntings of Intercultural Art Pedagogies: A Duo-authoethnography of Two Asian Art Educators' Transformative Experiences*
Hayon Park, George Mason University, United States
Sohee Koo, University of Massachusetts, Amherst, United States

Reflecting on lived experiences as art learners in South Korea and the historical landscape of the field of Art Education in the United States, both of which subscribed to the Western cultures and ideology, we draw from Jacques Derrida's (1994) notion of "hauntology," the temporal, historical, and epistemological traces converge with the presence of being and argue that our colonized experiences as art learners in South Korea continue to conjure up and affect our current practices as art educators. Additionally, we draw from Transformative Learning Theory to argue that hauntology allows us to generate learning experiences that involve the process of using prior knowledge to understand and construe a new and revised interpretation of the meaning of one's knowledge, as well as using the experience to move forward to future actions (Mezirow, 1991, p. 5). We use duo-autoethnography to show dialogically the interconnections between our lived experiences and professional practices as art education researchers and raise the question: how might the personal lived experiences of an educator foster one's art pedagogy and research? In this time when xenophobia and hate crimes against Asian, particularly women, is prevalent in Western societies, we believe sharing our stories of art learning in South Korea and current teaching practice as art educators in higher education is highly important in diversifying perspectives in the field of art education. It's critical to promote and sustain individuals' cultural significance and research to advance equity, diversity, and inclusion – to ensure sustainability.

14:30-14:55
64898 | *Resilience in Children: Theory and Practice*
Emily Schafer, University of South Carolina - Union, United States

Resilience is a well-known construct referring to the capacity and/or resources to recover from a threat to one's well-being at a particular moment. This presentation will briefly examine current research on resilience in children framing it within relational developmental systems theory. As such, individual characteristics, environmental factors, and their mutual interaction and influence will be emphasized as contributors to a child's likelihood of a resilient outcome. The core community development concepts of empowerment and sense of belonging are integrated into the review as critical elements of building resilience. The author's definition will be presented as well, focusing on the dynamic interaction of child and her environment. This will all provide context to discuss policy and practice implications, including scaffolding and meaning making.

Wednesday Onsite Presentation Session 4

Education and Innovation

Session Chair: Galia Semo

15:10-15:35
64146 | *School-based Virtual Reality Room for Students With Severe and Complex Learning Difficulties to Reduce Anxiety Levels and Develop Social Skills*
Ange Anderson, SEN Advisor, United Kingdom

I was, until just before the pandemic a special school headteacher of students aged from 2 to 11 primarily with profound, complex, or severe learning difficulties. Many of the students had a secondary diagnosis of autism. In fact, 70 % of the 104 students at the school were diagnosed with autism. A major concern for us was how we could enable our students to be in the right frame of mind in order to learn. Parents and staff were troubled by behaviours brought about by students' anxieties, lack of social skills and mental health problems. We wanted to: 1) develop personalised therapies that improved the quality of life for each person with a learning difference 2) find ways to improve mental and physical health in children with learning differences. The aim of this paper is to show how a school-based virtual reality room addressed some of these issues for thirty students aged between 7 and 11.

15:35-16:00
65276 | *Teaching Without Borders: A Gamification Paradigm for Practical Subjects*
Paolo Pisano, I.P.S.S.I.A. Attilio Odero, Italy
Marco Canesi, I.P.S.S.I.A. Attilio Odero, Italy
Giacomo Placenti, I.P.S.S.I.A. Attilio Odero, Italy

Practical activities, unsuitable for a digital curvature centered on remote activities, have been particularly penalized by the pandemic. Our response was the study and implementation of a series of hybrid learning units, based on gamification strategies, to allow mechanics involved students not to lose contact with practical activities, keeping the laboratorial subjects at the center of the processes. The idea was to transform a series of laboratory exercises into a movie set for a detective film, in which the student's skills and knowledge are necessary to solve a puzzle. An educational unit was designed and built, whose final product was a Google Form, suitably equipped with multimedia inserts, through which the student is transported into a role-playing game, in which he plays the role of a private investigator dealing with a murder case that took place in a mechanical workshop. To solve the case, the player will have to rely on his observation skills and on his knowledge and skills developed in the mechanics related curricular subjects. In facts, he must be able to solve problems related to the means of transport present in the workshop and, if able to detect and correct the anomaly, he will obtain clues that will allow him to identify the guilty. Goal of this approach was to increase technical-methodological skills, indispensable for a professional maintenance technician in the automotive sector. The students really appreciated this approach and we look forward to release new episodes of this ""crime series"", blending them with real manual activities.

16:00-16:25
64922 | *A New Look at the Station Rotation Model: Interdisciplinary Integration*
Galia Semo, Levinsky college of Education, Israel
Dvora Harpaz, Levinsky college of Education, Israel
Limor Raubach, Levinsky college of Education, Israel

This study addresses two aspects of teaching innovation, which merged into a teaching model that addresses the challenges of teaching and learning in the 21 century. The study followed teaching in the Station Rotation Model, which includes dividing the lesson into three spaces: individual, group, and learning with the teacher. At least one of the learning spaces is e-learning. Teaching and learning in this model allow for differentiation, activism, and student autonomy in learning. In this study, the Station Rotation Model was examined for the first time in the context of teaching multi-text subjects, which were taught in an interdisciplinary approach. The study is qualitative-interpretive, based on in-depth interviews with 14 teacher trainees who specialize in the humanities, and focused on descriptions of the teacher trainees and their explanations for the teaching experience in the Station Rotation Model. An analysis of the findings revealed that the combination of these two aspects of innovation created learning that aroused interest among the students and promoted a deeper and broader understanding of the study topics among the trainees. However, the teacher trainees' observations regarding the innovative teaching model were not entirely favourable. They noted the model's advantages and disadvantages and suggested ways of dealing with the difficulties that were revealed. These difficulties were related to interdisciplinary integration, adapting the learning model to different types of students, and adapting instruction to the time frame and the learning space.

Adult Education and the 'Pedagogy of the Oppressed': Vulnerability, Resilience, and Lifelong Learning

Wednesday, September 21 | 16:40-17:25 | Poble Nou (Room A), Hotel Barcelona Condal Mar

The specific objectives of adult education in Spain consist of developing programs and courses related to specific educational needs for excluded groups, as well as to develop people's capacity to participate in social, cultural and political events within the paradigm of lifelong learning. However, what the following paper intends to claim is that the solution is not to integrate them or make them fit in the structure that oppresses them. What is required is to offer them a critical and reflexive education, and a pedagogy which liberates them to understand the nature of their oppression and act upon their vulnerability so as to transform it.

Adult education environments might potentially become unique spaces for social encounters and transformation, where a wide range of diversity of people build a network of effects by deluding the privilege-oppression matrixes and by raising awareness of alternative understandings of interdependence, by means of service-learning and active participation of its members, within the learning community. Our discussion will stem from a brief genealogy of adult education in Catalonia, to analyse the demands and challenges of the pedagogy of the oppressed of the 21st century within the framework of adult education. In order to do so, this paper will take CFA Rius i Taulet School for Adults as an example of an attempt to generate learning contexts which work towards a progressive social change.

Dolors Ortega

Dr Dolors 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.

Thursday, September 22

Parallel Sessions

All times are in Central European Summer Time (UTC+2)

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

Thursday Onsite Presentation Session 1

Arts & Humanities - Interdisciplinary

Session Chair: Kyung Yur Lee

09:55-10:20
65631 | *The Multidimensional Model of Fandom Tourism in the Hyper-connected Era: The Case of Hallyu Fans*
Kyung-Yur Lee, Hanyang University, South Korea
Sang-Hyeon Park, Hanyang Cyber University, South Korea

New words such as Fandustry (Fandom + Industry), F2F (Fan to Fan), and F2E (Fan to Earn) were coined, and K-startups based on fandom grew exponentially. As the F2E ecosystem of the artist' intellectual property-based content market for the fandom and the needs of the fans are diversifying, the importance of the fandom is getting more attention. However, academic research on fandom tourism that responds to this phenomenon has been understudied. This study defined 'Fandom tourism' as the phenomenon of fandom leading to tourism and established literature from four perspectives: cultural, psychological (evolutionary psychology, social psychology), economic and technological aspects in a hyper-connected world. The findings of this study are the initial work that established the concept of fandom tourism, and will theoretically contribute to providing comprehensive insights into the media research. Moreover, an understanding of fandom tourism can make a practical contribution to entertainment industry officials who plan business models in the fandom market.

10:20-10:45
65153 | *A Case Study on Lube Martin in Race and the Law in WWI Era Kentucky*
Sean McLaughlin, Murray State University, United States

Every west Kentucky county but one was the scene of brutal mob lynchings of Black men during the Jim Crow Era. The outlier, Calloway County, was not any more enlightened than its neighbours; rather, it saw a gross miscarriage of justice in 1918 during the trial of a local railwayman, Lube Martin, that was in effect a legal lynching. There was no question that Martin had shot and killed Guthrie Diuguid, a disgraced town marshal and brother of the mayor who had been fired for sexually harassing Martin's wife then stalked Martin and fired at him first during their fateful December 2016 encounter. No White man would have been convicted in Martin's place at the time and no man would even face charges in similar circumstances today. Martin, however, was sentenced to death by an all-White jury after a two-day trial in which he was not allowed to call any of the multiple Black witnesses who would have testified that he acted in self-defense. Over the years the community chose collective amnesia rather than address the shameful legacy of the Lube Martin case, but publicizing a reliable account of what happened and why would help so many White residents understand how the justice system has failed their Black neighbours at a time of heightened conservative fears of critical race theory. This paper explains how I have used archival resources to build a broader educational campaign that shows how racial injustice manifested itself in an outwardly tranquil community like ours.

10:45-11:10
65156 | *Kurdish Women Claiming Citizen Rights and Woman Agency Through Language Revitalisation and Folklore Collecting*
Joanna Bochenska, Jagiellonian University, Poland
Hüseyin Rodi Keskin, Jagiellonian University, Poland

The paper investigates the different cultural activities of Kurdish women aiming at protecting and revitalising Kurdish language which include collecting and publishing of folklore, translating into Kurdish and creating literature in Kurdish. Throughout the 20th century countries like Turkey, Syria, Iraq and Iran imposed different restrictions on the Kurdish language which in many cases lead to the gradual language shift toward official languages. According to Fishman, language revitalisation does not only pertain to care for a language. Rather, it brings about a complete, self-defining way of life. By taking care for language Kurdish women not only build an alternative toward the state policy of denial, they also win more respect and freedom within their community. Drawing from Martha Nussbaum's capability approach as well as from Shawn Wilson's take on the research ceremony, we demonstrate in what way the care for Kurdish language and culture enables women to claim their citizen rights as Kurdish women. Finally, we argue that the various intergenerational and family relations may serve as a morally empowering factor inspiring women emancipation and development.

11:25-12:40 | Poble Nou (Room A)
Thursday Onsite Presentation Session 2
Counselling, Guidance & Adjustment in Education
Session Chair: Cynthia Northington-Purdie

11:25-11:50

65106 | *Internet Based Relationship Education: A Randomized Controlled Trial Among Turkish Emerging Adults*
Ilkay Demir, İstanbul University-Cerrahpaşa, Turkey
Esra Işmen Gazioğlu, İstanbul University-Cerrahpaşa, Turkey
Çare Sertelin Mercan, İstanbul University-Cerrahpaşa, Turkey
Mesut Öztürk, İstanbul University-Cerrahpaşa, Turkey
Didem Varol, İstanbul University-Cerrahpaşa, Turkey
Yücel Sofuoğlu, İstanbul University-Cerrahpaşa, Turkey

The main purpose of this study was to test the effectiveness of an internet-based relationship education program among Turkish emerging adults. The program aimed to promote healthy and safe relationship beliefs and skills among Turkish emerging adults. The program included eight modules focusing on power and control in romantic relationships, dysfunctional relationship beliefs, relationship decision making, and conflict resolution skills. A 2X2 randomized waitlist-controlled trial was used to test the effectiveness of the program. The participants who met the program criteria and who completed all the pre-post test measurements were 185 (150 female) emerging adults (M=21.06, sd=2.07) from several Turkish universities. The Turkish versions of the relationship deciding scale, intimate partner violence attitude scale-revised, self-efficacy in romantic relationships scale, relationship beliefs questionnaire, and the conflict resolution style inventory were used to collect the data. After the descriptive analysis and assumption checks, a repeated measures MANOVA procedure is conducted to analyze the data. The results of the analysis revealed that the participants showed significant increases in romantic self-efficacy, relationship deciding, information on danger signs, and positive problem-solving skills, compared to controls. The results of this study suggest that internet-based psycho-educational interventions may serve as effective, easily accessible, and low-cost tools to promote healthy relationship knowledge and skills. This study was funded by the Scientific and Technological Research Council of Turkey. Project number: 120K934

11:50-12:15

65107 | *Relationship Education Dropout: Exploring Dropout Characteristics*
A. Esra İşmen Gazioğlu, Istanbul University-Cerrahpasa, Turkey
İlkay Demir, Istanbul University-Cerrahpasa, Turkey
Çare Sertelin Mercan, Istanbul University-Cerrahpasa, Turkey
Didem Varol, Istanbul University-Cerrahpasa, Turkey
Yücel Sofuoğlu, Istanbul University-Cerrahpasa, Turkey
Mesut Öztürk, Istanbul University-Cerrahpasa, Turkey

This study explored the characteristics associated with dropout in an internet-based romantic relationship education program. Informed by the cognitive-behavioral perspective, the program aimed to improve the healthy relationship knowledge and skills of Turkish university students. As a part of the program evaluation, this study focuses on the characteristics of dropouts to inform future studies on internet-based interventions. A sample of 222 emerging adults (93 intervention completers and 129 intervention dropouts) were assessed to collect information on sociodemographic (age, gender, relationship status) and relational variables (attitudes towards dating violence, dysfunctional relationship beliefs, romantic self-efficacy, and conflict resolution skills). Completers and dropouts were compared on all studied variables. The overall dropout rate of the program was 58 % (n = 129). Mean age of the experimental group was 21.00 (SD = 1.90) years and majority of them were females (n=171, n=50 males, n=1 non-binary). Additionally only 71 emerging adults reported that they have involved in romantic relationship in experimental group. A two tailed t-test analysis was conducted to determine whether demographical and relational factors were associated with dropout. The results revealed that the intervention completers and dropouts did not differ significantly in terms of age, gender, and relationship status. However, dropouts reported higher mean scores on romantic relationship self-efficacy compared to completers. The participants showed no significant differences in terms of their scores on attitudes towards dating violence, dysfunctional relationship beliefs, and conflict resolution skills. This study was funded by the Scientific and Technological Research Council of Turkey. Project number: 120K934

12:15-12:40

65176 | *The Role of Relationship Beliefs, and Relationship Self-efficacy in Predicting the Attitudes Towards Intimate Partner Abuse*
Çare Sertelin Mercan, Istanbul University Cerrahpasa, Turkey
İlkay Demir, Istanbul University Cerrahpasa, Turkey
Esra Ismen Gazioğlu, Istanbul University Cerrahpasa, Turkey
Yucel Sofuoğlu, Istanbul University Cerrahpasa, Turkey
Didem Varol, Istanbul University Cerrahpasa, Turkey
Mesut Ozturk, Istanbul University Cerrahpasa, Turkey

Intimate partner abuse in romantic relationships is pervasive during emerging adulthood. Numerous studies investigate prevalence, causes and consequences of partner abuse. The purpose of this study is to examine the predictive role of irrational relationship beliefs, and relationship self-efficacy in predicting the attitudes of university students towards abuse in close relationships. Romantic relationship beliefs are considered as one of the important factors that have decisive power on the relationship quality, as they shape the individual's perception of a relationship, and shape expectations from the relationship. Irrational relationship beliefs are found to be related with negative relationship interactions and violence. Relationship beliefs influences individuals' decisions and behaviors in relationships. Relationship self-efficacy has an important determinant role of the decision to stay in or leave an abusive relationship. Participants of the study were university students (N=444) from Turkey, which were registered an online relationship education programme, ""Seven Ne Yapar?"". The 77% of participants were female (N=342) and 23% were male (N=100). The 133 of them were in a dating relationship, and 311 did not have a romantic relationship during the time of data collection. The data were gathered via Relationship Beliefs Scale, Romantic Relationship Efficacy Scale, Intimate Partner Violence Attitude Scale and demographic information form. Results of multiple regression analysis was revealed that irrational relationship beliefs and relationship self-efficacy predict attitudes towards abuse in intimate relationships among University Students. This study is funded by the Scientific and Technological Research Council of Turkey Project Number: 120K934.

Thursday Onsite Presentation Session 3
Cultural Studies and Design

Session Chair: Li Zhang

13:40-14:05
65058 | *Research on the Design of Cultural Creative Products From the Perspective of Cultural Identity*
Li Zhang, Loughborough University, United Kingdom

Improved cultural soft power is now a strategic goal of cultural building in nations all over the globe, as economic globalization has hastened the intermingling and collision of cultures. As a result, we should pay attention to how product design shapes culture, as this aids in developing cultural identity. Cultural creative products are a result of the development of the cultural industry. They satisfy their essential attributes as products while also expressing a specific culture through the medium of products, which expands the influence and spread of culture and meets people's inner desire to express their culture and their identification with culture. Based on the perspective of cultural identity, this paper introduces the meaning of cultural identity and its characteristics, as well as some related scholars' research, and uses creative products as an entry point to analyze the current cultural identity dilemma faced and explains through design cases that can obtain cultural identity. And we will discuss cultural creative products that may get a consumer's cultural identity via design cases. We will investigate the development strategies of cultural creative products based on cultural decoding to create products with cultural identity and resonance. The study findings might lead to new ideas for fostering cultural identity and developing cultural creative products. At the same time, it is essential to realize cultural identity and enhance cultural confidence in the context of modernization and globalization today.

14:05-14:30
63374 | *When Geopolitics Meet Design: -162°C Trading Power: A Case Study*
Giovanni Innella, Virgina Commonwealth University in Qatar, Qatar
Nathan Davis, Virginia Commonwealth University in Qatar, Qatar
Michael Hersrud, Virginia Commonwealth University in Qatar, Qatar
Levi Hammett, Virginia Commonwealth University in Qatar, Qatar
Simone Muscolino, Virginia Commonwealth University in Qatar, Qatar
Maryam Al-Homaid, Virginia Commonwealth University in Qatar, Qatar

This paper chronicles and reflects upon a collaborative project between Virginia Commonwealth University in Qatar (VCUarts Qatar) and the Advanced Institute of Industrial Technology in Tokyo (AIIT). Titled -162°C Trading Power, this project started as an exploration into the relationships between the two countries of Qatar and Japan, and it resulted in the design, production and exhibition of a kinetic installation at the Wieden+Kennedy gallery in Tokyo, as well as an artbook printed in a limited number of copies. Starting from the analysis of the new taxis of Tokyo, the history and the dynamics of the relationship between Japan and Qatar based on the trade of Liquid Natural Gas are unveiled through this project. The authors of this paper advocate for an approach that makes use of existing designed artefacts as an access point to discover and visualize information about the geopolitics between countries. While reporting about the process and outcomes of the project, the authors reflect on the value and the need for creative projects that highlight the apparently invisible political, economic and cultural links that regulate the world we live in. Conclusively, the approach adopted in this project is put in relation with the one of the emerging GEO–DESIGN platform recently created at the Design Academy of Eindhoven as a master course, highlighting the similarities and the potential that GEO–DESIGN has in expanding and blending the territory of design practice and research.

14:30-14:55
65042 | *Craft as Rhizomatic Learning*
Harald Bentz Høgseth, Norwegian University of Science and Technology, Norway
My presentation will be about empathy as a "tool for learning" and as a methodical tool in investigations of craftsmanship and design. In empathy, a person opens up to parts of reality that are not accessible "objectively". You could say that each of us then is the tool of empathy. If I live in something, I do it through my experience, feelings and "theories" about what I try to live into. Maybe also the ability to imagine possibilities. It is human and "subjective" and is also based on the prejudices or preconceived notions that the living person has. Thus, it also has its limitations. In my presentation, I define empathy as "the ability to empathize". I primarily want to see empathy as a process in development, something that we through training, experience and reflection can become steadily better trained in. Empathy can also be directed towards one's own feelings and thoughts in a retrospective / reflective perspective. I will also have a focus on how to live yourself into situations, things and events, and how to interpret traces of people, their actions, tradition and knowledge through the thing. As a craftsman, archaeologist and researcher, I use different methods and theories to investigate and reconstruct past crafts. This example will focus on a phenomenological and hermeneutic practice in which I, as a practitioner, examine the actions of craftsmen manifested in processed timbers from the Middle Ages.

14:55-15:20
64709 | *Small Housing: Wright's Explorations and Published Manuals*
Daniel Giraldo Valencia, Universidad Nacional de Colombia, Colombia
María del Pilar Sanchez- Beltran, Universidad Nacional de Colombia, Colombia

In 1936, Frank Lloyd Wright built the first of the Usonian series: the Herbert Jacobs House. These houses were characterized by providing a solution to affordable housing after the crisis of 1929: By reducing the spatial and material elements of the house to a minimum, and thus, making it more efficient. Along with his spatial explorations, Wright had a prolific production of texts and conferences about the subject. Concerns about minimum housing in the United States was an unavoidable issue, seeking to provide a solution involving economic, constructive, and social aspects. Different manuals made since 1936, such as The Book of Small Houses by Architectural Forum, helped the population to make decisions on how to build an affordable house with everything necessary for a decent life. These publications referred to develop the building in a single story, the most used materials, and the importance of considering the opinion of the architect, the builder, the decorator, the real estate manager. These publications showed a wide catalog of projects by various architects, such as Frank Lloyd Wright, Richard Neutra, among others. By doing so, these publications disseminated projects focused on what was considered essential for a small house and were inductive in the reader's opinion, providing foundations on how to build a house. Based on the manuals, it is possible to affirm that Wright was part of broader reflection on the basic needs of the time. However, his contributions would stand out in the search for a comprehensive solution after the crisis.

Thursday Onsite Presentation Session 4

Teaching Experiences, Pedagogy, Practice & Praxis

Session Chair: Eliane F. Azzari

15:35-16:00
64530 | *Attitudes to Grammar in the Internet Age*
Jonathan White, Dalarna University, Sweden

This presentation concerns two surveys carried out among students in Sweden concerning their attitudes to English grammar. In research, the norms that are appropriate for learners of English have been greatly debated. Native speaker norms are still often seen as the most authentic type of language for learners to aim for, but the appropriateness of non-native norms in particular contexts has been discussed especially in the World Englishes and English as a Lingua Franca fields (cf. Pinner, 2014, 2016). The first survey was answered by 100 participants, and demonstrated a nuanced attitude to norms, with both standard and non-standard norms seen as necessary complements to one another. Formal language use required a more standard grammar usage, while non-standard features like a lack of verb agreement were seem as acceptable in informal usage. The second survey went into more detail into Internet language use. Classic spoken language norms like elliptical subjects were perfectly acceptable, while abbreviated language such as acronyms and homophonic spelling were appropriate in informal contexts only. An important finding was that informants accepted many non-standard norms but reported that they did not want to use them themselves. Thus, informants are more accepting of others' errors than their own.

16:00-16:25
65069 | *Teachers' Perspectives on Digital Technologies and Educational Practices: Challenges and Resilience in a Brazilian Public Educational Context*
Eliane Fernandes Azzari, Pontifical Catholic University of Campinas, Brazil

The current paper aims to present and discuss some of the results obtained between May 2020 and December 2021 by the coordinator of the interinstitucional project "Digital Technologies, Society and Culture: educational interfaces from the literacies studies perspective". The data shows teachers' accounts on their own working contexts and praxis with digital technologies which were mobilized as both part of a public state curriculum syllabus and an instructional medium. The selected samples focus on teaching experiences developed during the remote teaching period in pandemic times in different public schools in a Brazilian city in the outskirts of the state of São Paulo. It is a qualitative and interpretative investigation methodologically supported by Participatory Action Research (PAR), and underpinned by the literacies studies. The discussion suggests that - acting under several syllabus and social demands to sustain education during social isolation - the participant teachers had to face a myriad of challenges such as: i) a visible inequality in terms of internet access and hardware/software resources available to both educators and students, ii) a deficit in teacher education concerning the access to and the application of digital resources and iii) the overwhelming pressure to work extensive ours added to what can be seen as previously underprivileged teaching conditions. It also points out that, even in the face of a critical and sociocultural shattering period, some teachers still prove to have been able to find out digital solutions and professional practical development due to their own dedication and resilience.

16:25-16:50
64470 | *The Delicate Architecture of Poetry Illuminates the Agony and Resilience of University Lecturers During COVID-19 Remote Learning*
Marí Peté, Durban University of Technology, South Africa

For two years from April 2022, universities were thrusted into remote learning without warning during Covid-19 lock-down. In this time while providing eLearning support, I observed the agony and resilience of lecturers at a university in South Africa. Thus, I conducted a study to inquire into the agency of lecturers in relation to their encounters with technological teaching tools. Because of poetry's potential to distill, I employed poetic inquiry to illuminate these ineffable experiences and to understand our co-existence with technology in higher education in the post-human era. In this presentation I argue for poetry as visual medium – for example, topography – poetic inquirer Piirto (2009) is one of many who supports this premise, saying each line break or space is intentional and contributes to meaning. Sharples (1999) makes an argument for writing as a form of design – discussing how a primary generator should leave scope for imagination. Sullivan (2007) proposes there is a delicate architecture in poetry that includes concreteness, voice, emotion, ambiguity, tension, and associative logic. In this presentation I show the design of pertinent poems and their architecture, and how these works illuminate the resilience of human teachers during unprecedented encounters with technological teaching tools. I turned conversations and interview transcripts into poetry, by way of analysis. As seminal post-qualitative scholar Norman Denzin has done, I used the performative interview technique, for its potential to create truth between interviewer and interviewee, treating the interview as a world in its own right.

09:30-11:10 | Sant Sebastia (Room B)
Thursday Onsite Presentation Session 1
Professional Training, Development & Concerns in Education
Session Chair: Edwehna Elinore Paderna

09:30-09:55
64503 | *Off-site Insights – A Qualitative Study of Teacher Professional Development Through the Pandemic and Beyond*
Sateja Joshi, Mallya Aditi International School, India
Suravi Banerjee, Mallya Aditi International School, India
Preetha S Kumar, Mallya Aditi International School, India

The Professional Development Centre (PDC) at Mallya Aditi International School, Bengaluru, India, began teacher training when Covid-19 hit and all interaction moved online. The aim was to create a democratic and organic training process with equal understanding of one's colleagues as well as the goal ahead. PDC also reflected on generic training practices that never inquired about, or acknowledged, teachers' classroom strategies. This paper will present how we accentuated teachers' voices. The projects involved all 120 teachers, including the Headmaster, irrespective of the department or section a teacher belonged to. Three projects continued over two years while we, as trainers, catered to awareness, sensitivity, and successful utilization of technology. The three major endeavors are incorporated in this paper. The Aditi Learner Traits came from the floor and brought forth the attributes that teachers wanted to cultivate in students. The Aditi Teacher Talks included a series of sessions sharing ideas throughout school and honing workshop presentation skills. The Reading PoDs, in groups of three, focused on discussing eclectic articles, individual teacher philosophies and creating teacher portfolios. We stitched these conversations together to weave the Aditi Teacher Philosophy. Professional development is most effective when the whole diet of innovative implementation has the teacher as the main stakeholder, who has joyfully engaged with the shifting contexts in a dynamic educational model. Such off-site insights led to the Education Re-imagined Project which lays out a clear vision for the future of teaching and learning.

09:55-10:20
65400 | *STEM Teaching Factory: From In-person to Virtual Teacher Immersion Program*
Edwehna Elinore Paderna, University of the Philippines, Philippines

The STEM Teaching Factory is a joint program of the Center for Integrated STEM Education, Inc. (CISTEM), Unilab Foundation, Inc., Unilab Pharma Academy, Amherst Laboratories, Inc., and Belmont Softgel Pharma Corporation. It is a career immersion program that has four components: (1) conceptual lectures on STEM and good manufacturing practices (GMP), (2) experiments and hands-on operation of modern laboratory and industrial-grade equipment, (3) plant tours, (4) career talks. The knowledge and skills gained by the teachers are expected to boost their capability to teach STEM subjects to their students. The pilot implementation of the program was in July 2019 when 14 teachers from schools near the plant were welcomed to the Amherst Laboratories for an intensive 10-day training. They performed activities using the laboratories' industry-grade equipment. The training continued for another batch in September-October 2019. However, when the pandemic happened in 2020, the STEM Teaching Factory had to pivot to a 5-day virtual teacher immersion program. The highlight of the transition was the use of the Labster Virtual Laboratory. All lectures and activities were done online. The first batch of teachers of the Online STEM Teaching Factory (OSTF) was in December 2020. It was followed by two more batches in July and November 2021. The next batch of 80 teachers will be in October 2022. The weighted mean rating in the evaluation of the three runs of the OSTF is 4.94 (maximum score = 5.00). Parallel in-person laboratory activities and Labster simulations will be presented.

10:20-10:45
64785 | *The Mixed Reality in the Initial Formation of Teachers for the Construction of Theoretical and Practical Knowledge About Teaching*
Luciane Mulazani dos Santos, Santa Catarina State University, Brazil
Maura Pauletto Taschetto, Santa Catarina State University, Brazil

This paper presents a study on the construction of knowledge about teaching with the support of technological resources in initial teacher education courses. The objective is to discuss the use of mixed reality in the simulation of classroom management by interns. The text resulted from a doctoral research that is in progress at the Graduate Program in Education at the Santa Catarina State University (UDESC), Brazil. The study is qualitative and its field of observation was a practice carried out in the TeachLive™ mixed reality environment by a teacher of the undergraduate mathematics course at UDESC with a class of five academics who were attending an internship discipline. TeachLivE™ is a mixed reality virtual laboratory aimed at teacher training that promotes the interaction of the human participant with a virtual environment that simulates, remotely and in real time, a classroom with the presence of avatars that represent students. In the experience reported here, the mathematics course interns interacted in individual sessions of about ten minutes with students (avatars) of a virtual elementary school classroom to show their classroom management strategies. The data were collected in the observation of the experience and in a questionnaire applied to the participating interns and were analyzed by the Discursive Textual Analysis. The results showed the technological and pedagogical potential of mixed reality, as it allows the construction of knowledge on theoretical and practical topics related to teacher training in a virtual environment, which is a promising possibility for interns who are in training.

10:45-11:10
60040 | *Using Contemporary Art and Animation in Professional Health Education and Training*
Dina Alsalih, Brainstein Academy, United States

Although there are an unlimited availability of online health resources today for professional health education and training, these myriad of resources have complicated education for students, healthcare providers, employees, and patients— particularly older adults, and individuals with limited English language skills. Even highly educated individuals may find the information too complicated to understand, especially when they're confronted with time limitation. Research has shown that the human brain can process images significantly faster than words. Also, visual images are more effective in simplifying complex subjects, allowing the retention of complex information permanently in our memory, where they become indelibly etched. To manifest those facts, I've created state of the art and innovative learning and training animation/infographics to help learners grasp complex concepts easily and to expand their cognitive capabilities by stimulating their imaginations. In my presentation, I will be sharing unique techniques that I've adapted in delivering and transforming complicated scientific topics into simplified/entertaining material, and which has shown impressive outcomes in the past few years of implementation. Through graphics and animations, I'm demonstrating how powerful visual metaphors of health and medical illustrations can create strong motivation in people, allowing them to attain a healthy lifestyle at work and home. My participation in this fundamental event will enable health education reach a new level and improve well being.

Thursday Onsite Presentation Session 2

Educational Policy, Leadership, Management & Administration

Session Chair: Kaushal Kishore

11:25-11:50
65411 | *Postmodernism as a Factor in the Post-truth Era: Finding a Path for Public Schools in a Time of Chaos*
R.D. Nordgren, Southeast Missouri State University, United States
Marius Boboc, Cleveland State University, United States

The COVID pandemic caused pronounced turmoil in public schooling in the U.S. and around the world in nearly all aspects of societies. Even prior to the pandemic, however, U.S. schooling was undergoing profound change caused by advancements in technology and demographic changes, but the most profound change has been an ideological shift emanating from a movement that questions a reality anchored by facts. The subsequent "Post-truth Era," propagated by right-wing populism, threatens to wreak havoc on a grander and more lasting scale than even the pandemic. When facts, gathered through scientific methods, are dismissed as nothing more than personal opinions by those who find a dissonance between established fact and their worldview, then what becomes of schooling if those schools are controlled by post-truth forces? What does the curriculum look like if reality is constantly contested? This paper outlines the deconstruction of postmodernism as it relates to schooling in a post-truth world, based on an overview of the current state of affairs in the post-truth era, as they relate to PK-12 schooling. The examination details the relevance of postmodernism to this new era, an analysis of postmodernism in relation to schooling, how nativist populism impacts how schooling is and will be conducted and what will be learned, and how postmodernism can act as a mediator between isolationism and internationalization.

11:50-12:15
65554 | *Integrated Teacher Education Programme in India: In Search of a Feasible Model*
Kaushal Kishore, Central University of South Bihar, India

The approaches of teacher education, commonly followed in most of the countries, can be put in to two broad categories, concurrent and consecutive. In concurrent approach the inputs related to disciplinary content matter and the inputs related to pedagogical orientation are given simultaneously to a prospective teacher. Whereas, in consecutive approach the pedagogical orientation related inputs are given on a later stage to the graduates who decide to become a teacher. Both the approaches have their merits and limitations. Till now, in general, India has followed the consecutive approach for preparing teachers for its schools. But, the recently approved policy of education, i.e., 'National Education Policy - 2020 (NEP-2020)' has recommended to completely revamp the existing models of Teacher Education Programmes and to come out with a single programme for preparing teachers. Towards this, the policy recommends to instill 4-year integrated teacher education (B.Ed.) programme as a single essential programme. This recommendation of the policy has created a requirement of paradigm shift of teacher education in India from consecutive approach to concurrent approach.
 This paper is an attempt to visualise a feasible model of 4-year integrated B.Ed. programme for India in the light of NEP-2020. The paper begins with a brief note on the present scenario of teacher education in the country, followed by highlighting the key expectations of NEP-2020. Then, the paper proposes a feasible model of 4-year integrated teacher education programme for the country on the basis of experiences of different stakeholders.

12:15-12:40
65551 | *Teachers' Intention to Leave: Educational Policies as External Factor of Stress*
Aiymgul Myrzabekova, Information-analytics Center under the Ministry of Education and Science, Kazakhstan
Danagul Nurmukhamed, Information-analytics Center under the Ministry of Education and Science, Kazakhstan
Kaidar Nurumov, Information-analytics Center under the Ministry of Education and Science, Kazakhstan
Assem Zhulbarissova, Information-analytics Center under the Ministry of Education and Science, Kazakhstan

It is widely believed that stress can affect teachers' intention to change the workplace. While existing research primarily focuses on the intrinsic sources of stress stemming from the school climate, the current attempt analyzes educational policies as one of the determinants of teachers' intention to leave schools. In this respect, Kazakhstan presents a unique case, since the country endorsed several educational policies which directly impacted teaching and administrative practices within schools. Using Teaching and Learning International Survey 2018 (TALIS) data with the country-specific questionnaire we construct a statistical measure of stress caused by the implementation of educational policies and test its impact on teachers' intention to leave through the generalized ordered regression. In addition, we control for sociodemographic, professional, working conditions and students related covariates. Overall, our results suggest that stress caused by the educational policies has a statistically significant positive effect on teachers' intentions to leave schools. Both, policymakers and educational scholars could find these results beneficial. For the former careful planning and addressing negative effects of the educational policies is critical for retaining qualified teachers at schools. For the latter, accounting for exogenous sources of stress can lead to a more complete understanding of why teachers decide to change their schools.

13:40-15:20 | Sant Sebastia (Room B)
Thursday Onsite Presentation Session 3
Learning Experiences, Student Learning & Learner Diversity

Session Chair: Saeid Safaei Movahhed

13:40-14:05
65603 | Benefits of English 'Lingua Franca' COIL Projects in the Post-COVID-19 Era
Michael Barr, Kyoto University of Foreign Studies, Japan

This study examined the benefits of incorporating COIL projects into the curriculum of the English department at KUFS - Kyoto University of Foreign Studies. COIL stands for collaborative online international learning, and describes interactions that take place between cohorts of students from institutions in different countries. Our project was based on designated content as opposed to language-acquisition curriculum goals. Through student surveys, comparisons of online work, research of the literature, and sharing of content, we found that indeed there are clear and quantifiable benefits to incorporating international COIL projects into the curriculum. Participants were second-language speakers of English at universities with a strong international focus. Development of the 2022 project involved a painstaking and careful trial period over the course of several years. In academic year 2022, an ambitious project was carried out between four professors with the author acting as coordinator. Cohorts of students were organized from a total of roughly 140 participants, and content based on the 17 United Nations Sustainable Development Goals was selected. Through this study, it was concluded that the experience resulted in tangible learning outcomes, increasing student competence with online platforms, and realistic interaction through the process of legitimate international communication.

14:05-14:30
64086 | Open Educational Resources (OER), Learning Enhancement and Attitude Improvement: An Experience From Higher Education in COVID Era
Saeid Safaei Movahhed, National Iranian Oil Company(NIOC), Iran

This study is based upon a plan to improve student teachers' attitudes towards ICT application in their classrooms. A package is designed based on OER facilities which are somehow compatible with our infrastructures and allow us access. I integrated the package into one of my Teaching Strategies classroom as the experimental group, while the control group did pass the course without any flavor of OER (semi-experimental design). The study aimed at assessing if OER facilities may improve student teachers' attitude towards technology adoption and enhance their learning achievement in the Teaching Strategies course. A nested mixed methods design was adopted to not only test the research hypothesis, but to better represent how attitude and achievement may improve. For the quantitative part, a researcher-made attitude scale and an academic achievement test were conducted in pre and posttest phases (with alpha %72 for internal consistency and acceptable content validity) while field notes and interviews were used for data collection in the qualitative part. To analyze quantitative data, an independent t-test was used, while thematic analysis was adopted for analyzing the qualitative data (with member check for credibility). However, the t-test findings indicate significant attitude and learning improvement in the experimental group while the thematic analysis findings denote how the participants felt empowered by overcoming the unfounded technophobia.

14:30-14:55
64700 | Entering University During Times of Disruption: Experiences of First Year Students From a Historically Disadvantaged University in South Africa During the Covid19 Pandemic
Clever Ndebele, Walter Sisulu University, South Africa
Dagogo Legg-Jack, Walter Sisulu University, South Africa

The sudden migration to online teaching and learning triggered by COVID-19 pandemic catalysed the massive deployment of ICTs infrastructure in higher education institutions. In South Africa this has been met with the challenge of digital inequality across various institutions, especially with rural based historically disadvantaged institutions (HDIs). The challenge to transition from face-to-face to online remote learning, is more pronounced for those entering the university for the first time, as they struggle between transition from high school to the university and from traditional face-to-face to online remote learning. This study, located in the interpretive paradigm employed a qualitative approach through the use of an opened-ended online questionnaire to explore the experiences of First Year students from an HDI during the COVID-19 pandemic. Convenience sampling was used to select 52 students from one diploma programme. Data was analysed thematically. Technology Acceptance Model was employed as a theoretical lens to frame the study. Findings highlighted challenges with device ownership and Learning Management System (LMS) use, Student Access to the LMS due to connectivity challenges in rural areas, interaction experience with other students online and challenges associated with interacting with Lecturers online. The study recommends that deliberate efforts at be made national level to bridge the digital divide between students from HDIs and historically advantaged universities (HAIs) through provision of requisite technology infrastructure. Further, the study recommends capacity building in the use of information communication technologies for students from historically disadvantaged communities who may not be privy to the technologies.

14:55-15:20
65093 | University Students' Perception of Online Learning Experiences During Covid-19 Pandemic
Subethra Pather, University of the Western Cape, South Africa
Vivienne Lawack, University of the Western Cape, South Africa
Vanessa Brown, University of the Western Cape, South Africa

The first wave of the covid-19 pandemic saw many institutions drastically re-shape their delivery of the academic project. Teaching, learning and assessment moved onto the online platform in a rushed manner and became the main mode of programme delivery and student engagement. In order to get a better understanding of the preparedness and effectiveness of the online engagement of students an institution-wide survey was conducted after the first semester during the first wave of the Covid-19 pandemic. Students' learning experience has an influence on their social and academic engagement and academic performance, which could have a direct impact on student retention and success. In this paper we focus on students' perception of their learning experience in the context of an institutional-wide online pedagogical shift. We examine the successes and challenges encountered in their new learning environment. The quantitative data collected is analysed under three main headings: students' readiness for online learning, social learning experience and student support provision. The findings indicate that even though the institution provided the necessary resources, support services and training to allow students to have a quality online learning experience, it may need further thought to provide an overall quality student experience. The findings from this study provided the institution with a new lens to revisit the holistic student support provided by the institution. The findings from the data provided the basis for the institution to re-invent their academic policies to include a more holistic approach to learning, teaching and student success. Three new institutional policies that were evidence-based and developed during the covid-19 pandemic experience include: Flexible Learning and Teaching Provision (FLTP) Policy 2021, Assessment Policy 2021, and a Framework on Curriculum Transformation and Renew. These policies places the student at the centre of the university focus while taking place, space and context into account to enhance students' learning experience and ensure quality student experience, retention and success.

Thursday Onsite Presentation Session 4

Higher Education

Session Chair: Asma Maaoui

15:35-16:00
65303 | *Assessment for Learning in Tunisian Higher Education: English Language Teachers' Self-Efficacy and Knowledge Base*
Asma Maaoui, University of Tunis, Tunisia
Amel Jarraya, University of Tunis, Tunisia

Assessment Literacy (AL) has been shown to determine the way assessment is carried out in various teacher-led assessment contexts. Presumably, language teachers should be able to implement theory and policy-supported recommendations for more learning-driven assessment. Following the 2006 higher education reform in Tunisia, research has revealed that teachers either have a limited understanding of language assessment or misconceptions about its pedagogical role. In line with the proliferation of Language Assessment Literacy (LAL) literature, this study sought to examine English language teachers' Assessment for Learning (AfL) knowledge base and their self-efficacy about their roles as formative assessors relying on a survey with 153 university teachers. Data collection was based on a survey. The analysis of the quantitative and qualitative data revealed these teachers' rather deficient AfL knowledge marked by a general uncertainty and misconceptions about assessment purposes for learning. Additionally, the participants' Assessors' self-efficacy was found to be moderate-to-low. This may hamper assessment reform initiatives in such contexts. This study is a call for further professional development and the adoption of clearer assessment guidelines during reforms.

16:00-16:25
64219 | *Modernizing the International Short-Term Study Abroad*
Joe Pavelka, Mount Royal University, Canada

The international field school is defined as a short-term (between 2 to 6 weeks) faculty-led international education program that aims to capitalize on experiential learning. It has skyrocketed in popularity at universities because it reflects the travel desires of students; it provides meaningful experiential learning, and its condensed format makes it easier for students to fit into their academic schedule. The COVID-19 pandemic halted global travel including post-secondary field school opportunities. There is enormous desire on the part of students to return to travel and universities are keen to accommodate. However, there has never been a better time for universities to take stock of their international field schools and establish a plan for their success. We need to understand and incorporate the shifting realities of both education and travel. For instance, the 'deep field school' model has emerged as a way to refocus resources dedicated to international student activity toward increasing the effectiveness of each experience. The deep field school model leverages gains in the academic program toward developing long-term scholarship and service opportunities. Finally, international field schools at the post-secondary level must also reckon with the rapidly changing world of travel. It is imperative that universities understand their impact and incorporate ways of mitigating and enhancing their presence. University field schools are not immune to resident population complaints of overtourism and demonstrated insensitivities.

16:25-16:50
64178 | *Shaping Qualitative Researchers in the Asian Context*
Jingzi Huang, University of Northern Colorado, United States
Randy Larkins, University of Northern Colorado, United States

Teachers of international qualitative research should consider not only the details of what constitutes qualitative research, but the context of the researchers they are shaping and the region to which they are returning. In this chapter, we discuss the similarities and differences of conducting research in Asia that we have discovered through helping to shape these researchers. As a native Asian scholar coming to the US and a native US researcher teaching Asian students how to conduct qualitative research, our perspectives have joined to help us understand how to shape future researchers who will conduct research in the Asian context. Artifacts, observations, and language structural differences were key to helping us understand conceptual differences between Western and Oriental thought. Philosophical differences to consider include lecture versus hands-on pedagogies, respect for authority versus critical thinking using facts, data versus thought-driven logic, and the ethics of conducting research in areas not bound by Western dictates. The paper concludes by describing a bridge between teaching Western-style research and researching in the Asian context wherein novice Asian researchers can benefit by using newly discovered research techniques to help the world understand Asia in ways that were not possible before.

09:30-11:10 | Barceloneta (Room C)
Thursday Onsite Presentation Session 1
Teaching Experiences, Pedagogy, Practice & Praxis
Session Chair: Andrew O'Shea

09:30-09:55
65597 | *Education in an Age of Crisis: Praxis and Wellbeing Under Pressure*
Andrew O'Shea, Dublin City University, Ireland
Maeve O'Brien, Dublin City University, Ireland

Praxis and wellbeing are under pressure today due largely to multiple crises in education and from ill-fitted solutions which create disruptions to the basic educational relation. Such solutions often involve the objectifying affects of measurement. Through metrics, numbers, and statistics, our obsession with measurement increasingly determines what counts as success in teaching and what constitutes excellence in education and care for students (Simoni 2020 Noddings 2012). While there is no necessary relation between so called success and something we call wellbeing, nonetheless faith in this measurement paradigm to deliver good education intensifies globally. PISA test scores are part of these developments; a kind of 'code fixation' (Taylor 2008) that drives everything from league tables to strategic planning on a global scale, and what Biesta calls "learnification". The inability of this perspective to capture the human and relational dimensions of a more democratic education has been frequently criticized (Reay 2012; Lilji 2018), and it leaves notions of happiness in abeyance (Dunne 2016). This paper argues that education is not just any form of action but is crucially and critically a form of praxis, the acknowledgement of which highlights its ethical and relational characteristics and how these are integral to learning and living well together.

09:55-10:20
65087 | *Becoming a Teacher – An Introductory Program for New Student Teachers*
Tove Leming, UiT The Arctic University of Norway, Norway
Anne Eriksen, UiT Arctic University of Norway, Norway

In this presentation, we will shed light on how to create a desire for learning and learning needs among new student teachers. Due to challenges with a large dropout from Norwegian teacher education programmes in general, and that student teachers spend significantly less time on their studies than what is expected in a full-time study programme, there was a need for change. Using action research and qualitative methods as an approach, we carried out a project on teacher education at UiT, The Arctic University of Norway, with the aim of contributing to the students' desire to learn and their learning needs through building awareness of what is required in a professional role as a teacher. Our research question was: How can we, as teacher educators, contribute to new teacher students gaining insight into their role as teachers and thus create a basis for learning desire and learning needs? We use theoretical perspectives emphasising identity-developing learning processes based mainly on work from Illeris (2012, 2013, 2014, 2017). The study indicates that there are some approaches, content moments, and working methods that clearly influence students in the desired direction. The research project will be presented orally, and includes a 6-minute video that present the project and the various activities.

10:20-10:45
65504 | *How Can Dialogues Around Work Experience Enhance Adult Students Learning*
Lars Aage Rotvold, UiT University of the Arctic, Norway

Dialogue with colleagues and students is a key aspect in order to promote good learning processes. This is especially important when the students inhabit work experience when they join courses at university level. Facilitating for dialogue processes where the students' own workplace becomes an arena for learning, is therefore important for me as a teacher. Filstad (2010) highlights the workplace as a context for understanding and passing on knowledge about learning. She points to three key characteristics: 1. The importance of informal learning 2. An understanding of the workplace as a learning environment 3. The interest in connection with knowledge development, which in turn is directly connected to the working life. In this paper I will present how use of systematic dialogues can contribute to how the students' work experience can be a constructive part of the learning processes. This approach can can give an important tool for establishing good learning processes and create motivation for adult student groups. The project is an action research project where reflection logs and conversations with students and colleagues is the basic the data material.

10:45-11:10
65532 | *Flipping Clinical Supervision for Speech-Language Pathology Students: Perceptions of Clinical Educators in Implementing Inquiry-Based Learning*
Nancy Barber, University of the Witwatersrand, South Africa

Background: The pedagogy employed for knowledge translation is an important consideration in clinical supervision of speech-language pathology students (SLPs) at a university in Johannesburg, South Africa. Students are required to apply what they have learnt in theoretical courses into clinical environments where their knowledge is used to assess and treat clients with specific speech and language disorders. Inherent to the process of knowledge translation are critical thinking skills (CTS). Using CTS results in the clinician being able to appropriately apply basic knowledge, as well as clinical and reflective skills in the clinical reasoning process. Clinical educators are tasked with developing students' abilities to apply theoretical knowledge in clinical situations. Methodology: In order to support clinical educators in using a pedagogy that may develop CTS and thus clinical reasoning, clinical educators (n=6) were interviewed regarding their perceptions of clinical education and critical thinking skills. They were then trained on implementing inquiry-based learning (IBL) to support CTS development and knowledge translation. The IBL pedagogy was selected as it may enable the "flipping" of the clinical supervision pedagogy. Clinical educators reflected on the implementation of inquiry-based learning using a weekly audio diary. Results: This paper will report on emerging themes that are preliminary results of a larger study. Themes reflect the facilitation of IBL, modeling, reflexivity and relationship with CTS. Conclusion: The themes observed aim to add to the knowledge base of pedagogies that underpin and facilitate "flipping" the clinical supervision pedagogy to promote CTS development in SLP students.

11:50-12:40 | Barceloneta (Room C)
Thursday Onsite Presentation Session 2
Foreign Languages Education & Applied Linguistics
Session Chair: Abdullah Al Abri

11:50-12:15
65596 | *Enhancing Students' Motivation, Autonomy and Achievement Using Mentimeter*
Abdullah Al Abri, University of Technology and Applied Sciences, Oman
Fatemeh Ranjbaran, University of Technology and Applied Sciences, Oman
Hadi Sobhani, University of Technology and Applied Sciences, Oman

With the sudden shift to online learning following the COVID19 pandemic and now back to face-to-face teaching, one of the major challenges for teachers has been to keep students engaged and motivated in order to learn and stay focused in the classroom. To overcome this challenge, language educators across the globe are turning towards a range of digital tools to enhance student motivation and improve learning outcomes. With this in mind, this study was proposed as an attempt to overcome this challenge and increase student engagement and interaction in the classroom in order to enhance motivation and achievement among a group of 257 Omani EFL learners in the foundation program of a public university in Oman. For this means, a group of Level 4 English lecturers evaluated the use of an innovative digital tool, Mentimeter, in their classrooms to achieve this aim. In this mixed-methods study, surveys were used to evaluate the motivation and autonomy of foundation-level students. Students' overall final exam scores were also used to evaluate students' progress and overall achievement in the experimental and control groups. The results indicated that the students perceived a high level of motivation and autonomy in using Mentimeter. Meanwhile, examination outcomes did not reveal a statistically significant difference between the experimental and control groups mean scores. The findings of this study reveal that integrating Mentimeter has enhanced students' autonomy and helped to overcome demotivation in the classroom, while not contributing significantly to their overall scores.

12:15-12:40
65207 | *Second Language Learners' Awareness and Use of Metacognitive Strategies in Academic Reading: A Case Study*
Hanen Dammak, University of Tunis, Tunisia
Asma Maaoui, University of Tunis, Tunisia

The purpose of the present study was to investigate the metacognitive reading strategies awareness and use of second language learners majoring in English.in a Tunisian university. For this purpose, a sample of 113 Tunisian tertiary education students volunteered to take part in this study and answered an online survey based on a modified version of Mokhtari and Sheorey's (2018) MARSI instrument. Additionally, a follow-up interview was conducted with four students for a better understanding of their awareness and use of metacognitive strategies when reading academic materials, specifically in linguistics, culture studies, and literature. The modified version of MARSI assesses three categories of strategies: (1) Global Reading Strategies, (2) Problem-Solving Strategies, and (3) Support Reading Strategies. The quantitative data analysis procedures included correlations calculated via SPSS 23. The findings of this study revealed correlations between (1) global reading and problem-solving strategies, (2) global reading and support reading strategies, and (3) problem-solving strategies and support reading strategies. Besides, the analysis showed a mismatch between the learners' reported high strategy use and good reading ability on the one hand and a predominantly low level of metacognitive strategy awareness on the other.

13:40-15:20 | Gotic (Room D)
Thursday Onsite Presentation Session 3
Workshop Session

Session Chair: Katelyn Riley

13:40-14:30
64885 | *Let's Play: Using Gamification in University Classes as a Means to Increase Motivation and Engagement While Lowering Stress*
Katherine Green, The Chicago School of Professional Psychology, United States
Kelly Torres, The Chicago School of Professional Psychology, United States
Alisha DeWalt, The Chicago School of Professional Psychology, United States

Worldwide, traditional face-to-face (f2f) students struggled with a rapid shift to virtual learning as did faculty who often had limited experience and knowledge of developing online courses or knowing how to engage their students. Many institutions of higher education have returned to classrooms, first with hybrid approaches, and now f2f. However, just as the world has changed, our students and faculty have changed too and many are struggling with the traditional approaches. Faculty are reporting students' lack of engagement, such as failing to turn in assignments or read material and engage in discussions. A recent study has faculty describing student disconnection with terms such as "defeated", "exhausted", and "overwhelmed". Using information gained via international workshops and personal experiences, we present methods to increase motivation and engagement through the use of gamification approaches that can be used f2f or in online classes. There is a proliferation of free online tools that can be used to increase higher education student engagement and we outline and demonstrate multiple ways to bring this "playful" learning into our classes to promote collaboration and engagement plus expand our assessment strategies. Using gamification helps to promote playfulness which has been shown to lower perceived stress in adults and to facilitate lowering their use of negative, avoidant, or unhealthy behaviors (Magnuson & Barnett, 2013). This workshop will actively engage the audience through hands-on applications of some of these tools that we personally have used with our students and in our international faculty development sessions.

14:30-15:20
64702 | *Paired Course Design for Interprofessional Education Learning (IPE): Clinical Mental Health and Psychiatric Mental Health Nurse Practitioner Programs*
Julie Quigley, Bradley University, United States
Katelyn Riley, MSC Industrial Supply Co., United States
Katherine Sarsfield, Bradley University, United States

In 2010, the World Health Organization (WHO) saw the direction of healthcare and provided a Framework for Action as guidance on the integration of interprofessional education. Interprofessional collaboration is a partnership between teams of providers and clients that use an approach for shared decision-making to provide
patient-centered care (Haefner and Filter, 2022). The behavioral health profession sees the need to educate counselors to work in an interdisciplinary environment, as demonstrated in The Council for Accreditation of Counseling & Related Educational Programs (CACREP)'s Standards. The American Academy of Colleges of Nursing (AACN) specifies "Interprofessional Collaboration" as a core competency of advanced practice nursing (AACN, 2021).

The presentation aims to provide counselors and nursing educators with applicable andragogy activities to introduce interprofessional collaborative practice. Introducing this paired course design aims to provide clinical mental health therapists and psychiatric mental health nurse practitioners to be successful team members of an interdisciplinary team. The suggested paired activities will develop collaborative practices such as problem-solving, understanding roles, promoting critical thinking skills, learning how to coordinate care, and developing appropriate communication skills to improve the quality of care for patients (Peterson, Pittenger, Kass, and Lounsbery, 2019). The activities presented align with the Four Core Competencies for Interprofessional Collaborative Practice (2016): values/ethics for interprofessional practice, roles/responsibilities, interprofessional communication, collaboration, and teamwork. The mission of the paired course design aims to amplify interprofessional aspects into the existing courses' learning objectives through simulation-based education activities, lectures, patient-centered case studies, and theme-centered workshops conducted by students from each discipline.

Notes

Thursday Onsite Presentation Session 1

Workshop Session

Session Chair: Nicole Morris

09:30-10:20
65240 | Using Multicultural Literary Texts and Documentaries for Developing Student Teachers' Cross-cultural Competence and Raising Their Awareness of Social Injustices
Ruwaida Abu Rass, Beit Berl Academic College, Israel

"In this workshop, I will acquaint the participants with how to include multicultural literary texts, mainly literature of Native peoples and immigrants in English-speaking countries, mainly the U.S and Canada, and documentary films for teaching English as a Foreign Language (EFL) in teacher-training programs. The objective is to raise student teachers' awareness of the multicultural reality and lives of different ethnic groups in these counties and to expose them to cultural diversity, conflicts, and processes of adjustment of Native peoples, immigrants, and refugees as underrepresented groups. Including such kind of literature in EFL teacher education programs would help in qualifying proficient, competent English teachers not only linguistically, but also cross-culturally and humanly. The aim is to help future teachers be agents for social change. In the beginning, I will discuss EFL teacher qualification in the 21st century, which is based on four principles: Learning to know, learning to be, learning to live together, and learning to use advanced technology. I will relate each principle to the contents and materials of the course. Then, I will analyze and discuss with the session participants the following two short stories: Two Old Women by Velma Wallis a Native Canadian writer, and The Sword Woman by Maxine Kingston, a Chinese American writer, highlighting the themes of strength, survival, stereotypes, sexism, and racism. I will end the workshop by providing a list of recommended stories and their themes.

10:20-11:10
64830 | The Time is Now: The Increased Need for Differentiated Instruction in Primary and Secondary Classrooms
Stephanie Bain, Texas A&M University-Kingsville, United States
Nicole Morris, Texas A&M University-Kingsville, United States

Research shows that if students do meet the educational goals of their assigned grade's reading and writing skills, it can take them 3-5 years to make up for that lost instruction. Within the last two years, teachers have been educating an increased number of students that have not met their educational goals. The importance of differentiation is at an all-time high as well as the need for educators to strive to meet the needs all their students. This can be challenging when trying to plan for daily instruction. Whether it is the time it takes to create lessons, or the actual implementation of it, teachers may struggle to keep up with all the demands. Differentiating instruction asks teachers to continually strive to know and to respond to each student's needs to maximize learning. Sometimes it can be overwhelming and difficult to manage. By specifically looking at the state of Texas, one can get an idea of how large countries/states might use Texas's successes to enhance their educational processes. Texas is the second-most populous U.S. state, with a 2020 U.S. census resident population of 29,145,505. Since the beginning of the 21st century, the state of Texas has experienced strong population growth. Texas has many major cities and metropolitan areas, along with many towns and rural areas. As a sovereign country, Texas would be the 10th largest economy in the world by Gross Domestic Product. This workshop assesses learning gaps that have occurred over the last ten years in the State of Texas while addressing the learning gaps created over the last two years. Data will be used gathered from the State of Texas STAAR test results as well as other data from the Texas Education Agency. This is not an isolated situation in one country, city or town. This is a worldwide issue. This workshop showcases the areas that Texas students are struggling, the educational implementations and their results.

11:25-12:40 | Gotic (Room D)
Thursday Onsite Presentation Session 2
Educational Policy, Leadership, Management & Administration
Session Chair: Joseph Kretovics

11:25-11:50
65033 | *Vocational Adult Education and Training in Slovakia. Second or Wasted Chance?*
Marek Lukáč, University of Prešov in Prešov, Slovakia
Silvia Lukáčová, University of Prešov in Prešov, Slovakia

In the paper we offer an overview of vocational education and training of adults against the background of the concept of second chance education. We analyze the nature, shortcomings and opportunities of vocational education and training as a key segment preparing a skilled workforce, but which also has the potential to contribute to the wider societal goals of social inclusion. Vocational education and training of adults in Slovakia does not sufficiently reflect the specifics of adult education and learning in the education process and competencies of the teachers. There is no systematic approach in order to increase the participation of adults with the lowest level of education in formal education. Secondary schools do not provide counseling services for adults, there is no room for individual adaptation of progress in education, which would allow flexible response to specific life situations of adults, coordinated approach based on the partnership and cooperation of important actors at regional and national level is missing. Adults with the lowest level of education and without education have long been the most risky group in terms of employment in the labor market and at the same time participate in education to the lowest extent. The vocational education and training of adults in Slovakia lacks the concept of second chance education, that would enable to enter and succesfully gain the education by those, who needed it the most.

11:50-12:15
64180 | *Re-contextualising the Human Capital Theory in Bangladesh: More Education Does NOT Always Yield Higher Earnings*
Rubaiya Murshed, University of Cambridge, United Kingdom

According to the orthodox human capital theory, returns to education is universal, i.e., everyone experiences the same returns to higher levels of education. Thus, the more educated a person is, the higher their labour market earnings. However, the theory overlooks nuances specific to particular contexts and without acknowledging specific contextualization, it may be the case that the theory is not functioning as predicted in all cases. Bangladesh is a context where the human capital theory has informed educational policies, but without considering criticalities that may lead to the theory not being 'fitting' in the same way across different groups of individuals. This article argues that it may not be the case that higher education levels always entail similar higher earnings because there are different groups of individuals to consider for whom the structure of the job market may differ, whose aspirations and skills may be different. Thus, this article tests, using nationally representative data, whether the theory holds in the case of different groups of individuals within Bangladesh, while taking into account the different types of work that individuals pursue. The empirical analysis, using the two-stage least-squares (2SLS) estimation technique, reveals that the human capital theory does not hold for individuals who studied in the religious stream of education and, in some cases, for females and for individuals who grew up in rural areas. Therefore, this article advocates that the theory needs to evolve and be recontextualized to remain consistent in particular contexts such as in the context of individuals who study in the religious education stream in Bangladesh.

12:15-12:40
65430 | *Organizational Change Through Complex Adaptive Design*
Joseph Kretovics, Western Michigan University, United States
Karika Parker, Western Michigan University, United States

Complex adaptive design (CAD) is a framework that serves as a critical tool in research and development for organizational change. Complex adaptive design integrates complex adaptive systems theory (Hazy and Uhl-Bien, 2013), adaptive leadership and design (Heifetz and Linsky, 2017) and design thinking (Wyatt and Brown, 2010) into a framework that enables the learning, creative, and adaptive capacity of organizations to emerge and promotes innovation in a context that is volatile, uncertain, complex, and ambiguous. Further, CAD helps explain how sustainable organizational change emerges and how leadership can facilitate change. The problems and issues that organizations encounter in the change process are often treated as simple or complicated problems that are technical in nature. These problems are neither simple nor complicated. Generally, they are problems that are complex, messy, and don't have one correct answer. In approaching the problem as technical, organizations search for a quick fix rather than understanding and engaging the complex interrelationships that create the change process. Complex problems move beyond those algorithms to include nonlinearity, agency, self-organization, emergence, adaptation, and co-evolution. With complex problems, such as forecasting the weather, the solutions are ambiguous, uncertain and there are no correct answers. The constant interaction of multiple agents changes the current state, thus, creating new realities in which multiple futures can emerge. The façade of prediction and control are cast aside in favor of understanding that the current situation involves multiple agents with multiple histories, and is capable of self-organization and innovation.

13:40-15:20 | Gotic (Room D)
Thursday Onsite Presentation Session 3
Workshop Session

Session Chair: Katelyn Riley

13:40-14:30
64885 | *Let's Play: Using Gamification in University Classes as a Means to Increase Motivation and Engagement While Lowering Stress*
Katherine Green, The Chicago School of Professional Psychology, United States
Kelly Torres, The Chicago School of Professional Psychology, United States
Alisha DeWalt, The Chicago School of Professional Psychology, United States

Worldwide, traditional face-to-face (f2f) students struggled with a rapid shift to virtual learning as did faculty who often had limited experience and knowledge of developing online courses or knowing how to engage their students. Many institutions of higher education have returned to classrooms, first with hybrid approaches, and now f2f. However, just as the world has changed, our students and faculty have changed too and many are struggling with the traditional approaches. Faculty are reporting students' lack of engagement, such as failing to turn in assignments or read material and engage in discussions. A recent study has faculty describing student disconnection with terms such as "defeated", "exhausted", and "overwhelmed". Using information gained via international workshops and personal experiences, we present methods to increase motivation and engagement through the use of gamification approaches that can be used f2f or in online classes. There is a proliferation of free online tools that can be used to increase higher education student engagement and we outline and demonstrate multiple ways to bring this "playful" learning into our classes to promote collaboration and engagement plus expand our assessment strategies. Using gamification helps to promote playfulness which has been shown to lower perceived stress in adults and to facilitate lowering their use of negative, avoidant, or unhealthy behaviors (Magnuson & Barnett, 2013). This workshop will actively engage the audience through hands-on applications of some of these tools that we personally have used with our students and in our international faculty development sessions.

14:30-15:20
64702 | *Paired Course Design for Interprofessional Education Learning (IPE): Clinical Mental Health and Psychiatric Mental Health Nurse Practitioner Programs*
Julie Quigley, Bradley University, United States
Katelyn Riley, MSC Industrial Supply Co., United States
Katherine Sarsfield, Bradley University, United States

In 2010, the World Health Organization (WHO) saw the direction of healthcare and provided a Framework for Action as guidance on the integration of interprofessional education. Interprofessional collaboration is a partnership between teams of providers and clients that use an approach for shared decision-making to provide
patient-centered care (Haefner and Filter, 2022). The behavioral health profession sees the need to educate counselors to work in an interdisciplinary environment, as demonstrated in The Council for Accreditation of Counseling & Related Educational Programs (CACREP)'s Standards. The American Academy of Colleges of Nursing (AACN) specifies "Interprofessional Collaboration" as a core competency of advanced practice nursing (AACN, 2021).

 The presentation aims to provide counselors and nursing educators with applicable andragogy activities to introduce interprofessional collaborative practice. Introducing this paired course design aims to provide clinical mental health therapists and psychiatric mental health nurse practitioners to be successful team members of an interdisciplinary team. The suggested paired activities will develop collaborative practices such as problem-solving, understanding roles, promoting critical thinking skills, learning how to coordinate care, and developing appropriate communication skills to improve the quality of care for patients (Peterson, Pittenger, Kass, and Lounsbery, 2019). The activities presented align with the Four Core Competencies for Interprofessional Collaborative Practice (2016): values/ethics for interprofessional practice, roles/responsibilities, interprofessional communication, collaboration, and teamwork. The mission of the paired course design aims to amplify interprofessional aspects into the existing courses' learning objectives through simulation-based education activities, lectures, patient-centered case studies, and theme-centered workshops conducted by students from each discipline.

Friday, September 23 (Online)

Keynote Presentations & Parallel Sessions

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

08:00-09:40 | Room A
Friday Online Presentation Session 1
Education - Interdisciplinary
Session Chair: Rona Bušljeta Kardum

08:00-08:25
65451 | *Education as Means of Women's Liberation: Myth or Reality?*
Saraswati Suna, The University of Sydney, Australia

This paper explores educational inequality in India and is based on qualitative data. In India, education is perceived as a mechanism for the social and economic advancement of the deprived sections of the society through social mobility and guarantees equality to everyone. Education is considered a means of 'liberation' from caste, gender, and class shackles. However, it has become 'an instrument for reproducing social stratification and maintaining the dominant sections' hegemony. Inequalities and discrimination (based on caste, gender, class, and region) persist in the educational system over the years with its changed forms. The Dalits, for decades, have been 'discriminated, marginalized and are educationally pushed back' by the upper castes. The paper "Education as means of women's liberation: myth or reality? A study of Dalits women's experiences at Sambalpur University (India)" is qualitative. This paper has tried to understand the experience of Dalit women at Sambalpur University in India and the views of key informants, such as Dalit women, peers and teachers. It gives various arguments on the above concept from the point of view of Dalit women. This paper tries to understand the role of caste and gender in the lives of Dalit women and their personal experiences of discrimination and humiliation. It examines the Dalit women's experiences of caste and gender and how they perceive school to University culture, which plays a role in representing the social issues, particularly through education.

08:25-08:50
63625 | *Measuring Professional Agency of Minority Teachers: The Case of Russian Schools in Estonia*
Liudmila Zaichenko, Tallinn University, Estonia

Teachers' work-related agency has scientific and practical significance. It is associated with vocational satisfaction, innovativeness and transformation. Quantitative measures of this phenomenon have been proposed by the scholars from various regions, including Finland. Measuring this phenomenon among teachers (N=2050) in the culturally diverse education context of Estonia, where Estonian language of instruction and Russian instructional language schools historically co-exist, representing two various cultures and pedagogical traditions, may lead to valuable results for the advancement of the theoretical concept. The case of Estonia seems to be of a particular interest as this country has shown outstanding progress in development and integration in the European space during the recent 30 years, however it is still distinct in its high segregation in all societal domains, including education (where the children from Estonian and Russian schools perform differently in PISA international assessment). Teachers of the minority schools are associated with extremely low levels of agency in this discourse. The author represents first measures of teachers professional agency in Estonia, contrasting two samples of teachers (pertaining to different cultures) and provides implications for further conceptualisation of the teachers professional agency field of study.

08:50-09:15
65563 | *Exploring Implicit Exclusion in the Indian Schooling System*
Bhabesh San San Wal, University of Oxford, United Kingdom

Mainstream Schooling systems in India are examination and result driven. Deadlines are given to not just students but teacher to finish syllabus. Thus a culture of supervision is integrated in the schooling system to create docile students. This system promotes and values specific abilities behaviours and cultural from the students such as good handwriting, being silent, orderliness, efficient in following instruction are rewarded. This "cultural capital" acquired form their home habitat allow some students to become the dominant group. On the other hand students coming from backgrounds where they are not able to acquire these skills are at an immediate disadvantage. Students background, behaviour, mental capacity are held responsible by the system for their lack of ability to cop up in a schooling system. The cascading of these institutional believes takes place through various principles of communication and semiotic mediations created by the same institution. This research will explore these principles in the Indian schooling system and how they are used by teachers and administration towards student. Further, the thesis will analyse how the different cultural artefacts (verbal or physical), symbols, values used for mediation and communication that generate an effect of implicit exclusion. The research will be an elaborate and detailed ethnographic case study documentation of one to two schools in the national capital region (NCR) of India.

09:15-09:40
64861 | *Quality of Teaching and Learning in Higher Education Institutions: An Example of University of Zagreb*
Rona Bušljeta Kardum, Faculty of Croatian Studies University of Zagreb, Croatia
Lovorka Brajković, University of Croatian Studies, Croatia
Dunja Jurić Vukelić, Faculty of Croatian Studies, Croatia

European education policy emphasizes the importance of improving the qualifications of teachers in higher education with numerous documents, initiatives and actions. Professional competencies of teachers in higher education include, among other things, teaching competencies. This is evidenced by the strategic European documents which emphasize the need for professional development of higher education teachers, especially in terms of training and continuing education for teaching. European countries, in accordance with their higher education policy, regulate in various ways the need for additional professional education of higher education teachers. In the Republic of Croatia, despite the recognized need to improve the process of teaching and learning at the higher education level, efforts and activities in this direction are left to the universities. Starting from the necessary professional competences for teaching in higher education and based on a survey conducted among participants in the Program of Methodological Training and Development of University Teachers and Associates, we gained insight into the necessary teaching competencies of junior academics and the usefulness of training to improve teacher competencies. The results of the study show that the participants asses continuous evaluation of students during the semester, communication skills of lecturers aimed at motivating students, using digital tools in teaching process, and creating a working atmosphere, encouraging active and collaborative learning as important. Communication and oratory skills, verbal and non-verbal communication techniques, and conflict resolution methods were highlighted as topics that participants would like to learn more about. The diversity of participants' answers to open-ended questions indicates individual expectations and also the estimated benefits gained from the implemented Program of Methodological Training and Development of University Teachers and Associates.

Friday Online Presentation Session 2
Arts & Humanities - Interdisciplinary
Session Chair: Ji-Eun Kim

09:50-10:15
61051 | *Boyhood and Consuming "Extra-special Sweets" in Roald Dahl's Children's Literature*
Ji-Eun Kim, Yonsei University, South Korea

This article discusses chocolate and how it has shaped boyhood in Roald Dahl's children's literature in conjunction with the framework of Sara Ahmed's The Performativity of Disgust. Dahl's experience as a young tester for Cadbury chocolate bars inspired him to write his classic Charlie and the Chocolate Factory. The secret chocolate factory is revealed to the finders of the golden tickets - the children and their guardians. During their tour, the Oompa Loompas who are workers and imported slaves toiling at Willie Wonka's factory chant with disgust about how these children's greed for sticky candies is sickening. Moreover, Bruce Bogtrotter is forced to a food-fighter challenge to eat a chocolate "boy's cake" induced by the headmistress, Miss Trunchbull. In addition, The Witches has an unnamed narrator, no longer a boy but a mouse person, that does not have chocolate cravings and is altogether disgusted by it. Indeed, Dahl's stories yield boyhood recollections of sticky chocolates as "extra-special sweets" diverging from gustatory desire to disgust.

10:15-10:40
65606 | *Decomposing the Stereotypes: East-West Dichotomy in the Film Adaptations of W. S. Maugham's The Painted Veil*
Irina Stanova, Vrije Universiteit Brussel, Belgium

William Somerset Maugham's classical novel The Painted Veil (1925), focusing on a marital crisis set against a cholera epidemic in China in the 1920s, and its three Hollywood adaptations (1934, 1957, 2006) feature a confrontation between the East and the West through the interaction between the Westerners, allegedly bringing progressive methods in dealing with the epidemic, and the local population. The ensuing tensions and contradictions are represented depending on the historical and political contexts of film production, predominant ideological trends and evolving attitudes towards 'the white man's burden' myth. As an expansion of my recent article, the present work explores visual aspects of power relationships between the representatives of the Occident and the Orient in the adaptations of The Painted Veil. The detailed analysis of mise-en-scène, blocking (the actors' movements in relation to the camera) and camera angles provides additional insights into the stereotypical representation of the characters' positions of power and a gradual restructuring of power dynamics in the most recent film adaptation. The analysis of the three film adaptations created in different historical periods offers important insights into the attitudes, stereotypes and beliefs dominating Western society at the time of filming. I argue that personal confrontations as presented in the film adaptations are expandable to a more general opposition between two different cultures and worldviews.

10:50-12:30 | Room A
Friday Online Presentation Session 3
Arts & Humanities - Interdisciplinary
Session Chair: Abdul-Wahab El-Kadi

10:50-11:15
65080 | *Architectural Solutions to "Street Vendors" at Cairo*
Abdul-Wahab El-Kadi, Arab Academy for Science, Technology and Maritime Transport, Egypt

Low standard of living and high poverty rates in Egypt, where the poor now represent about 48%. This makes the presence of street vendors is important to provide goods or some services to large groups of people, as the cost of goods or services sold is lower to match the potential of the poor. Their suppression may increase the chances of delinquency and the tendency to extremism and terrorism or drug and contraband trade and bullying. It will increase if a set of policies does not take into account the legalization of the situation that protects society from dangers. There are urgent necessities to provide the environment required for street vendors, and the different needs of this category are not forgotten, but rather and it is continuing needs, which in general aim to integrate street vendors into the national production system. This research paper deals with the problem of street vendors. The ideas mentioned in this paper will assist in organizing street vendors to suit the community and not preventing them in order to raise the standard of living conditions for the poor.

11:15-11:40
65605 | *The Reconstruction of Rural Place Through Paper-cutting Art: A Case Study of a "Paper-cutting Village" in Fujian Province, China*
Wenxia Jia, Fujian jiangxia University, China and University of Wales Trinity Saint David, United Kingdom

Xuelingwei is a village in Zhe Rong County, Ningde City, Fujian Province, China, which is renowned as the "paper-cutting village." The village can be regarded as a "overall space" from a spatial sociological perspective. In my research, I examined the spatial practises of the paper-cutting village of Xuelingwei based on participant observation and interviews with local paper-cutting inheritors, practitioners, villagers, government staff, and tourists. I found out that through the cultural practise of paper-cutting folk art, Xuelingwei village is endowed with multiple spatial connotations. In the process of spatial socialisation, the art of paper-cutting is gradually integrated into the villagers' daily lives, and the village space is continuously enlarged, altered, depicted, and reproduced based on the perception, selection, and active practise of various spatial mechanisms. Through activities such as rural paper-cutting art galleries, workshops, paper-cutting education for villagers, paper-cutting experiences and souvenirs for tourists, paper-cutting art promotes the construction of the relationship between people and rural space, becoming a new way to investigate the reproduction of rural space and a useful effort to revive traditional folk art.

11:40-12:05
64684 | *Future Digital Finance: Ethnic Traditional Jewelry as Intangible Heritage and its Influence on Places' Assets*
Eko Nursanty, University of 17 Agustus 1945 (UNTAG) Semarang, Indonesia
Made Ika Prastyadewi, University of Mahasaraswati Denpasar, Indonesia
Inti Englishtina, University of 17 Agustus 1945 (UNTAG) Semarang, Indonesia
Pamilasih Pamilasih, Amalia Jewelry, Ethnic Artisan, Indonesia

Intangible heritage is a priceless asset and a priceless form of heritage. The capacity to generate an intangible legacy is directly related to the capacity to develop the ability to compete in a competitive environment. Not only is traditional jewelry aesthetically pleasing, but it also serves an incredible function and philosophy when employed in the continuation of ancient rites. The purpose of this research is to assess the potential of intangible heritage, specifically traditional Indonesian jewelry, in order to facilitate the future development of the digital economy. This must be accomplished in order to retain the ability to compete in the future. The approach is qualitative, with data being gathered using a digital mapping process. The investigation takes place in two significant regions for ethnic Indonesian jewelry production, namely Bali and Sumba. The findings of this study indicate that an excellent structure may be constructed using time series, scarcity hierarchy, and authenticity characteristics that are based on the uniqueness of the place and its affinity to it.

12:05-12:30
64966 | *Art as Resistance and Overcoming Hegemonic Epistemologies for Other Plural Meanings in Human Formation*
Filipa Lourenço, Universidade Lusófona, Portugal
Manuel Tavares, UNINOVE, Brazil

This study aims to contribute to a decolonial proposal for the formation of the human being, emphasizes the urgency of critical interculturality project that brings together new forms of solidarity, of a decentring thinking and feeling, that designs a decolonial constellation for a configuration of many centres of action in interdependence and in equity, as essential in the learning process of the human being. The analysis intends to review ontological and epistemological foundations that justify a hermeneutic approach in the study (Ricoeur, 1976, 1978); (Portocarrero, 2010); (Tavares, 2018), conducted in the light of a decolonial referential (Walsh, 2020, 2010, 2006); (Anchieta, 2020); (Mignolo, 2001); (Tonial et al., 2020) (Santos, 2010), (Bebiano, 2012), (Quijano, 2000) in the encounter with the dimension of art and its relationship with the individual. Art, through the language of the sensitive, may lead to both dematerialization of the constructed thought and filters of a cold and hegemonic reason. Art, as a privileged action of the sensitive sphere, indicates in itself the potential for freedom able to convert the current ontological and epistemological paradigms. The study is underpinning under three main axes: a) May the art overcome coloniality as an experience of resistance to the naturalization of subordination?; b) Can human artistic dimension be the way to state the urgency of plural thinking and feeling? and; c) what guidelines in the educational field may be identified having art as a transversal axis in a strategy of diatopical and emancipatory action.

Friday Online Presentation Session 4

Arts & Humanities - Interdisciplinary

Session Chair: Carlotta Belluzzi Mus

12:40-13:05
64960 | *Digital Technologies in Teacher Education with Reference to French Language Teacher*
Ganiyat Adeniran, Federal College of Education, Nigeria

This paper examines Digital technologies in teacher education with reference to French language teacher. The purpose was to find whether digital technologies can be used by teachers to teach French language. First, there is need for the education sector to adopt digital technologies to teach in the classrooms. Secondly, it has been observed that learning of any foreign language require the use of language laboratory well equipped with all the technology tools such as computers, radio, television etc. and perhaps digital technology could play a vital role in teaching and learning French language. Secondary data was used to gather information for the study, through in-depth review of journals, articles, textbooks and research materials offline and online in search of how digital technologies can be used by French teachers to enhance the learning and teaching of French language. In-depth studies of researchers on the use of digital technologies by both teachers and students reveals that it allows students to be much better prepared for class, and provides teachers with attractive resources to make their classes much more human and sociable, where all students have the opportunity to participate regardless of their level. Based on this, it is recommended that teachers and students should acquire efficient knowledge and skills on how to make use of digital technologies for teaching and learning. Teachers and students should be provided with the necessary tools and equipment required for the achievement of the goals by relevant authority.

13:05-13:30
65481 | *Design for Outdoor Education: Redefining Schooling Through Design-Oriented Experimentation in Outdoor Contexts*
Carlotta Belluzzi Mus, Sapienza University of Rome, Italy

In the redefinition of the world's equilibrium in the post-pandemic context, it has become increasingly necessary to invest in the search for alternative or improved design systems of the educational experience with respect to remote learning. In the near future, therefore, innovative pedagogical practices oriented towards sustainability and safety, such as Outdoor Education - aimed at making outdoor space an educational environment - could meet the new needs for revision and redesign of educational experiences. Starting from this premise, the contribution intends to report the results of a research project financed by the funds for the Research of the Sapienza University of Rome, and carried out in collaboration with the ""Bosco Caffarella"" outdoor kindergarten in Rome, Italy, which is currently being tested. By setting up a network of interdisciplinary cultural exchange between Design, Sociology and Pedagogy, the research project set out to undertake an action-research path for the design of design-oriented educational actions and tools aimed at children in the 3-6 year age range. The objective of this experimentation is to propose a reinterpretation of the use of educational services and to demonstrate how the hybridisation of pedagogy, storytelling and design thinking, assisted by the educating role of the natural environment itself, would make it possible to facilitate the transmission of cultural values, catalyse knowledge, foster creativity or convey messages and emotional responses. Design for Outdoor Education, precisely, for a conscious, sustainable and futuristic design of the education of tomorrow's children.

13:30-13:55
65584 | *Teaching Digital Art: Video Game Photo Modes*
Amiee Shelton, Roger Williams University, United States
Łukasz Wojciechowski, University of Ss. Cyril and Methodius, Slovakia

The COVID-19 pandemic accelerated the practical implementation of new tools for digital learning practices into classrooms. Once such tool that has potential to be integrated into the education processes comes in the form of digital video games. Mainstay and popular video games can have clear positive implications for the creative fields and of photography specifically. While The National Endowment for the Arts (NEA) has formally been recognizing digital games as artworks since 2011 by adding them to its grant scheme, the use of these games for- and specifically consumer games- has not been explored in the education literature. This paper explores photo modes of commercial digital games such as Marvel's Spider-Man: Miles Morales (Insomniac, 2020) and Star Wars Jedi: Fallen Order (Respawn, 2019), and demonstrates how the features such as focal length, aperture, exposure, and color grading allow photographers to use many of the same techniques and principles as in the real world while composing in-game images. Those photo modes provide artistic control and creative options alongside a whole catalogue of lenses, camera parameters, and other features, reducing the financial burden associated with the purchase of photographic equipment. Despite the limits for the overall implementation of digital game-based learning in photography classrooms, the potential is there to be used as a suitable tool for testing the knowledge and self-development in this field of education.

Friday Online Presentation Session 1

Teaching Experiences, Pedagogy, Practice & Praxis

Session Chair: Jia Wen He

08:00-08:25
65226 | *Methods of Teaching and Acquisition of Employability Skills Among University Science Graduates in the South-west, Nigeria*
Olukemi Ogunniran, Adeleke University, Nigeria
Olugbenga Adedeji, University of Ibadan, Nigeria

This study explored the relationship between methods of teaching science courses and acquisition of employability skills. The study employed survey design. Two research questions and hypotheses guided this study. All the science lecturers and the final year students from four public and three private universities in the South-West, Nigeria, selected by strata based on ownership were the population. The sample size was enumerated using 1,259 final year science students and 284 lecturers across the selected science faculties. The reliability coefficient of the two instruments used were (r=0.98, 0.80) respectively. Analysed data with frequency count, mean, standard deviation, Pearson product moment correlation and t-test at 0.05 level of significance. The findings indicated that leadership (x =3.36), Self-confidence (x =3.23) were highly acquired against the threshold of 2.50 while information technology (x =3.00) was fairly acquired. Significant relationship existed between methods of teaching and employability skills (r=0.544; P < 0.05). Inquiry method was found to be commonly used in teaching science courses (x =3.41) while variance existed in the methods of teaching in the universities (t = 4.024; df = 282; P < 0.05) The study concluded that a relationship existed between methods of teaching in science and acquisition of employability skills by students. The study recommended that methods such as concept maps, case study/mini conference/plays should be encouraged while information technology and presentation skills should be improved upon among the students.

08:25-08:50
65103 | *Teacher Approaches in Career Guidance Programmes in Singapore High Schools: A Qualitative Study*
Jia Wen He, Hwa Chong Institution, Singapore

Career guidance and skills development have received renewed attention since the turn of the century. Dramatic shifts in the global economy has led to the call to infuse career-related elements in education systems to address challenges such as youth unemployment and skills mismatch. Singapore, which has enacted career education in schools since its independence in 1965, currently foregrounds a whole-school approach where teachers are expected to deliver career guidance programmes. However, internationally, very little research to date has focused on the perspectives of teachers who deliver such programmes. This paper seeks to respond to this situation by examining two questions: What are teachers' aims in conducting career guidance programmes? What strategies do teachers use when conducting these programmes? 15 teachers in 3 elite high schools in Singapore were interviewed on their perspectives of school-based career guidance programmes for Grade 11 and Grade 12 students (17 and 18 year old). The study was conducted from an interpretivist approach. Respondents were selected via purposive sampling and semi-structured interviews were used to glean data. The main research findings revealed three common approaches teacher took when providing career guidance: sharing of stories, customizing programmes to students, and encouraging reflection in career decision-making. Recommendations emerging from the results will be relevant for policy makers, curriculum designers, school leaders and educators.

08:50-09:15
64066 | *An Ethnographic Study of Digital Translanguaging and Transcultural Practices Among Algerian ELF Users*
Dounya Boumaza, University of Southampton, United Kingdom

It has been argued for years that Algerians_ having grown up with several linguistic resources_ are experiencing a very complex sociolinguistic conflict (Benrabah, 2013). At the same time, Algerians engage in global communication like the rest of the world using their linguistic resources in a diversified way. Therefore, relatively little has been said about Algerians intercultural digital communication. My research aims at deconstructing this familiar "conflict" perspective through which Algerians have always been seen, especially in research from the MENA region (Middle East and North Africa) (e.g. Benrabah, 2013; Suleiman, 2011). I choose to adopt a more holistic lens through which I attempt to critically make salient the hidden realities of dynamic, emergent, complex, and actual linguistic and cultural performances of my participants (Baker, 2015). Through combining linguistic and digital ethnography, I attempt to answer the following research question: what do Algerians linguistic and cultural practices in the Facebook group tell about their cultural identities? I have mainly focused on detailed online observation of the Facebook group which is composed of my five (05) Algerian participants and ten (10) secondary participants who come from different backgrounds. In addition, I use retrospective interviewing to help mitigate the "one-sidedness of textual interpretation resulting from the researcher`s own reading of his or her data" (Jaworski & Thurlow, 2010, p. 15). Findings show that Algerians cultural identities are fluid, emergent, and dynamically constructed throughout the fieldwork.

09:15-09:40
65553 | *Flexible and Scalable Compulsory Education and Training: Challenges, Solutions and Lessons Learned*
Fran Greyling, National School of Government, South Korea
Denise Miller, National School of Government, South Africa

The notion of social justice is inherent to capacity development in the South African public sector. In 2019 Government issued a directive calling for the completion of an approved course as a minimum requirement for appointment into Senior Management Service (SMS). This pre-entry intervention aims to strengthen the recruitment process and reduce time to competence. The National School of Government, mandated to develop capacity in the South African public sector, responded to the directive. The curriculum team tasked with the project followed a collaborative design strategy. With the intended outcome of the project as focus, the team utilised an action research method to come up with a flexible and scalable learning solution that is accessible to all who want to apply for a senior management position in public service. The resulting learning solution is titled Nyukela, a Nguni word meaning "step up", as an invitation to step up to serve. Nyukela considers the South African context. The design principles and content foreground the application of decolonising approaches based on social justice principles for optimum impact on leadership quality in the system. The course highlights the South African Constitution and the consciousness of inclusive, citizen-centred service delivery. Since its inception in 2020 more than 12 000 participants enrolled in the course. Participation has been tracked, analysed and reported to take informed action and improve the learning experience. The paper reports on the curriculum design, implementation and participants' reaction to the course. Lessons, that can be useful in similar contexts, are highlighted.

Friday Online Presentation Session 2
Education - Interdisciplinary
Session Chair: Mehrdad Mohasses

09:50-10:15
65441 | *Fostering the Entrepreneurial Mindset of Students Through Pioneering Teaching Pedagogies: An Empirical Study* on a B-School
Vaibhav Goutham Suresh, CMS Business School, Jain(Deemed-to-be) University, India
Sakshi Chhabra, CMS Business School, Jain (Deemed-to-be) University, India

Recent studies have shown the importance of entrepreneurship on the economy of a country. Universities and Educational institutions play a vital role in nurturing students. The study focuses on the impact of innovative teaching pedagogies such as TAP (Teaching, Application and Practice) on the entrepreneurial mindset of students. The mindset of the students was measured using the "Theory of Planned Behavior" by Dr. Azjen and "Entrepreneurial Potential Theory" by Dr. Brazeal and Dr. Norris Kruger in two stages via an experimental design method over a longitudinal period of two years. An instrument has been designed and administered on a sample of 570 respondents from university for pre and post testing in order to understand the entrepreneurial mindset using simple random sampling. An attempt has been made to understand the relationship among determinants of entrepreneurial intention using Structural equation modelling analysis. The result shows that the proposed model in the present study explains 54% of the variance, explaining the existence of entrepreneurial intention among students. The purpose of the research is to inspire additional research on measuring the entrepreneurial mindset of students utilizing other innovative training pedagogies, identifying a suitable pedagogy to foster the entrepreneurial mindset of students, and creating an appropriate eco-system to develop educational policies at the national level.

10:15-10:40
65381 | *Representation of the Student's Controllable Performance Features Based on PS2CLH Model*
Arlindo Almada, London Metropolitan University, United Kingdom
Qicheng Yu, London Metropolitan University, United Kingdom
Preeti Patel, London Metropolitan University, United Kingdom

Nowadays, the number of studies measuring and representing students' learning and performance has increased. However, there remains a lack of research that represents and measures factors or features within students' control that impact their performances. For university managers, subject tutors and academic mentors, it is essential to represent, measure, analyse and monitor student performance alongside controllable factors affecting their academic achievement to enhance the student experience. This research evaluates the connection among students' behaviours and lifestyles, particularly the controllable factors. Controllable factors incorporated in our PS2CLH model are the perspectives of Psychology, Self-responsibility, Sociology, Communication, Learning and Health & wellbeing. This paper proposes a controllable performance features representation in three-dimensional space based on the PS2CLH model. A cluster presentation of the features allows for targeted interventions for students who need additional support. It also indicates clearly where each student stands by using a student web profile and the necessary direction each student needs to take to get to the desired cluster. Initial data presents a clear pattern of creating a diagonal of seven clusters or students' stages from the bottom (0, 0, 0) to the top (100, 100, 100) and leading to the use of filters or queries to represent better features such as sleep-problem, stress, practice exercises and time management. Preliminary results highlight patterns of best-performing students with specific factors/features located in the highest clusters on the rank. This insight facilitates data-driven decisions leading to effective student interventions.

10:50-12:30 | Room B
Friday Online Presentation Session 3
Education - Interdisciplinary

Session Chair: Mark Baildon

10:50-11:40
65497 | Panel: *Creating a High-performing Education System in the UAE: Improving Teacher Quality*
Mark Baildon, United Arab Emirates University, United Arab Emirates
Neeli Mohammed Awad Alnuaimi, Tefil Alemarat KG, United Arab Emirates
Diala Alshappi, Al Dhafra Private School, United Arab Emirates
Aysha Ateeq Ali Alnuaimi, Al Daher School, United Arab Emirates
Reem Khalifa Mohammed Alhajri, Almabada School, United Arab Emirates

Although the United Arab Emirates (UAE) is one of the most rapidly improving education systems in the world (OECD, 2015), its Ministry of Education has initiated ambitious education reforms to develop a world class system. The reforms are intended to significantly improve schooling and classroom practice by enhancing teacher quality and leadership capacity. In this panel presentation, the first panelist will provide an overview of UAE contexts, reform efforts, perspectives on teacher quality in high-performing education systems, and the role of culture in these matters. This will be followed by the next panelist who will examine the problem of attracting males into the teaching profession in the UAE and the role of culture and policy in this issue. Since UAE reforms emphasize English language acquisition to enhance international standing, the third panelist will discuss the importance of improving teachers' English language proficiency as well as getting necessary professional development to boost their students' performance in English. While the UAE is a highly diverse society, the fourth panelist will consider the state of multicultural education in the UAE and highlight the important role this must play in developing teacher quality. Since students in some countries with higher PISA scores reported comparatively low life satisfaction (PISA, 2017), the fifth panelist takes up the important issue of emotional intelligence for educational leaders to meet the significant challenges they and their students and teachers may face as the UAE aspires to be a top-tier education system. Time will be allotted for questions and answers.

11:15-11:40
64506 | *Developing Teamwork Skills: Exploring the Integration of Peer Assessment With Critical Reflection Among*
International Business Students
Antonis Klidas, The American College of Greece, Greece
Maria Psimouli, The American College of Greece, Greece

The value of peer assessment for learning has been underlined by many researchers, while reflection is considered a crucial element of effective learning. The present study explores the learning impacts of an originally developed peer assessment protocol that integrates peer assessment with critical reflection. Based on the Behaviorally Anchored Rating Scale (BARS) version of the Comprehensive Assessment of Team Member Effectiveness (CATME) instrument (Ohland, Loughry, Woehr et al., 2012), the protocol has been applied on a teamwork assessment designed for an undergraduate International Business class. To stimulate meaningful student engagement with the peer evaluation and support the development of collaborative competence, students were required to submit a peer assessment form together with an individual reflection upon the teamwork experience, and specifically upon their own knowledge, skills and abilities demonstrated and their contributions to the team's work. Throughout the 6-year history of the course, more than 100 student reflections have been collected, shaping an interesting pool of different perspectives and perceptions of teamwork. The authors analyzed those reflective essays using content analysis methodology. Findings reveal the impact of the teamwork experience and peer assessment on students' learning, shed more light on the key points identified by the students in relation to peer assessment, and provide implications for future research and implementation.

11:40-12:05
65357 | *Encouraging Self-study Outside Class by Incorporating High-stakes Writing*
Usman Khalid, United Arab Emirates University, United Arab Emirates

Self-study and completing assigned readings are critical components of independent learning. However, at almost all levels of higher education, students often fail to complete their assigned readings mainly due to lack of time and motivation because they think that it probably does not affect their grades. I observed such behavior in an optional course taught to final-year students. After teaching the course for two years, I found that students fail to complete required readings as they are too busy working on their dissertation, and consequently, learning outcomes are not achieved. To this end, I introduced a teaching activity that linked reading with a high-stakes writing assignment. The students were required to write an essay based on the readings and then present it to the class in groups of two, coupled with the group critically analyzing the work of another group. This activity aimed to motivate students to read more, increase their class participation and enable them to be independent learners. Overall, the implementation of the teaching activity was satisfactory as it managed to achieve the intended outcome, although there was a large variation in the quality of essays and presentations. The average mark for presentation was 66.5, with a standard deviation of 9.6, and the average mark on the essay was 65.75, with a large standard deviation of 11.8 marks. Student feedback on the activity indicated that it motivated students to learn and improve their grades. The activity can be further enhanced based on students' feedback and my own observation.

12:05-12:30
65056 | *Developing the Professional Identity of a Novice Teacher Through the Teacher Induction Program*
Gökçen Seyra Çakır, Marmara University, Turkey

The development of professional identity of novice teachers typically involves a strong professional socialization process. Becoming a legitimate member of a professional community both shapes novice teachers' understanding of the self in relation to peers while forming professional bonds. Traditional one-on-one mentoring programs in educational contexts draw on the advantages of professional socialization activities by combining pedagogical elements of training sessions with constituents of psycho-emotional support. Thus, formal mentoring programs such as Novice Teacher Induction Program have been brought about to facilitate this process by providing novice teachers with the opportunity to collaborate with experienced teachers in Turkey. Several adjustments have been made regarding the content of the Novice Teacher Induction Program. Currently mentees are matched with experienced mentor teachers and participate in training sessions, class observations and other professional activities. Novice teachers are awarded with a certificate which terminates their probation period in their teaching role. Drawing on the experience of a dyad consisting of a mentor and a mentee who participate in the Teacher Induction Program , this study aims to explore the process of the professional identity formation of a novice teacher through the lens of her mentor. The study utilizes an interview with the mentor teacher, class observation and evaluation forms to delineate the process. Preliminary findings indicate that professional socialization helps novice teacher to form professional values that revolves around resilience.

12:40-13:55 | Room B
Friday Online Presentation Session 4
Teaching Experiences, Pedagogy, Practice & Praxis
Session Chair: Pravina Manoharan

12:40-13:05
65329 | *A Daily Self-checklist as an Effective Tool to Maintain Students' Engagement Academically, Socially and Emotionally*
Ni Yin, BASIS International School Guangzhou, China

Considering the vast differences between kindergarten and primary education, more attention should be given to this transition period where students face a lot of changes and challenges. While kindergarten students are introduced to basic behavior discipline through play-based activities, first graders are expected to sit down and concentrate in class for a longer period to absorb academic content. With much less time on reinforcing school rules and classroom expectations about behavior and characters, students tend to misbehave more frequently. Therefore, it is an urgent need for educators to figure out an effective way to assist students to maintain not just academically, but also socially and emotionally engaged. This study presents a daily self-reflection checklist, with which students can evaluate their performance and teachers can leave comments against a set of criteria. The criteria, which can be tailored according to students of different levels, save time for teachers to write more specific and detailed comments. This checklist provides instant feedback not only between students and teachers, but parents and teachers regarding students' behavioral performance. Students can be constantly reminded of proper and positive ways to manage their emotions and behaviors, which contributes to better academic outcomes. Based on the results from a class in an international school in mainland China, this checklist helps strengthen the relationship between students and teachers, facilitates communication between parents and teachers, motivates students to form a positive attitude towards school, and encourages them to proactively cope with difficulties academically, socially and emotionally.

13:05-13:30
65342 | *Innovating Design Thinking and L1 Support in an Online English as a Foreign Language (EFL) Classroom*
Pravina Manoharan, Universiti Sains Malaysia, Malaysia
Sharilee Mun Yen, Avid Edu, Malaysia
Emily Choong, Niigata City Board of Education, Japan

Design thinking as an educational approach is a topic that has received significant attention over the last decade. However, its application in an EFL classroom with L1 support is scarce and has not been thoroughly explored. This research employed a case study design to determine the effectiveness of an English language teaching module developed to address the learning issues faced by EFL undergraduates in China. Prior to the class, an online survey was distributed to determine the type of topics that would interest the EFL learners. Teaching and learning were facilitated through both synchronous and asynchronous modes of delivery. The module included class lectures, bilingual-assisted breakout sessions, ongoing learning on a social media messaging platform, and additional resources uploaded to a cloud. The research employed a mixed-method approach that incorporated in-class observation, students' feedback gathered through an online survey, and interviews with bilingual tutors to elicit information on the effectiveness of each topic, delivery and instructional strategies, and bilingual support provided. Findings revealed that the incorporation of design thinking in the development and teaching of the module, which focused on a student-centred approach, presented learners with opportunities to engage more actively with their peers, discover problems, find solutions, and communicate in a safe and non-judgemental environment. Additionally, bilingual breakout sessions yielded positive results as the use of L1 was an effective communicative strategy that broke down psychological barriers in the classroom, reduced learner anxiety and provided cognitive support which in turn facilitated learning.

13:30-13:55
65450 | *A Framework for Faculty-focused Professional Development for Online Delivery of Instruction*
Marius Boboc, Cleveland State University, United States

Given the impact the COVID-19 pandemic has had on learning at all levels across the world, an increasing body of research has been focusing on how to structure and support online education. In this light, learning from teacher, student, and instructional designer lessons over the past two years proves critical in optimizing the design of teaching and learning in virtual environments. For the purposes of this presentation, analyzing critically the facilitators and obstacles that higher education institutions have faced recently in offering courses and programs online should involve perspectives from all stakeholders. Therefore, this author is proposing a theoretical framework that relies on proven practices related to the design, implementation, and evaluation of instruction in virtual environments. While navigating the current realities of higher education in the U.S., the proposal extrapolates lessons learned to a global level. Under these circumstances, student engagement and sustainable progress, faculty professional development and support, instructional designer involvement, and Learning Management System administration (inclusive of Online Program Management components) create the pillars of the theoretical framework being proposed. Consequently, the presentation walks audience members through how each pillar was selected, how the entire set is expected to work in tandem, and how such envisioning work could serve institutional structures, policies, and practices that could enhance how higher education offers online courses and programs to an ever-widening range of students. The author expects that the feedback from audience members will inform further refinement of the theoretical framework, which will support future research on the topic.

08:00-09:40 | Room C
Friday Online Presentation Session 1
Foreign Languages Education & Applied Linguistics
Session Chair: Lori Zenuk-Nishide

08:00-08:25
65449 | *Best Practices: Model United Nations Simulations and English as a Lingua Franca*
Lori Zenuk-Nishide, Kobe City University of Foreign Studies, Japan
Donna Tatsuki, Kobe City University of Foreign Studies, Japan

Model United Nations (MUN) simulations are uniquely positioned to help students develop their language ability and their global competencies, as well as being ideal opportunities for participants to experience English as a Lingua Franca (ELF) in an intensely communicative context. A common goal in MUN simulations is to prepare students to solve problems that are associated with living in a technological, competitive and globally connected world, where the majority of English spoken globally is ELF. This presentation outlines the four separate learning phases in MUN where students gain knowledge in the workings of the United Nations (UN) as well as contemporary international issues. MUN provides students with a forum to develop and use skills in diplomacy, negotiation, critical thinking, compromise, public speaking, academic writing, and research The educational experience which culminates in a simulation emphasizes collaboration and cooperative resolution of conflict. The four phases include 1) initial preparation: research on country, region, UN agenda to be discussed, reading, position papers writing, resolution and amendment writing, speech writing, and policy development, 2) pre-event priming: practice oriented activities including the rules of procedure, negotiating working groups and policies to co-write resolutions and a complete run through of the concurrent event, 3) during an MUN event: formal speech making, setting the agenda, making working groups, negotiating and co-writing policies to be included in draft resolutions, collecting signatories, merging working papers with other working groups, and nightly group debriefings, and 4) post event: written and oral group debriefing on learning.

08:25-08:50
65280 | *Developing a Reading-based Pedagogical Model for L2 Learners' English Academic Writing: A Case Study in Japanese Tertiary Education*
Tingjia Wang, Hiroshima University, Japan

This presentation aims to showcase a reading-based pedagogical model developed under a funded research project in a Japanese national university. Drawing on Systemic Functional Linguistics (SFL), this research has adapted the scaffolding learning cycle and the reading-to-learn approach to facilitate the English education in the Japanese tertiary context (Rose, 2006). The SFL scaffolding learning cycle consists of three steps for a successful teaching and learning practice: prepare-task-elaborate (Rose, 2007); the SFL reading-to-learn approach is a pedagogical practice for the effective teaching and learning of English reading and writing literacies for both L1 and L2 learners (Rose & Martin, 2012). Both the scaffolding learning cycle and the reading-to-learn approach emphasise the correlation between reading and writing literacies, i.e., developing writing skills through reading. In this presentation, the SFL scaffolding learning cycle and the reading-to-learn approach will be first revisited, followed by the introduction of the proposed reading-based pedagogical model in the Japanese national university. Students' in-class contributions will be illustrated to show the teaching and learning outcome and to critically evaluate the implementation of the proposed model in English language classes in an L2 context. Based on students' feedback, reflections of the proposed model and key teaching notes will be discussed for future educators' application or adaptation of this proposed model in other language contexts. This reading-based pedagogical model can provide significant insights for both teachers' curriculum design and students' learning and self-learning of English academic reading and writing in a wide range of linguistic contexts.

08:50-09:15
64637 | *Applying Educational Technology in ESL Context: Challenges and Suggestions*
Vani K, Maulana Azad National Institute of Technology, Bhopal, India
Shuchi Srivastava, Maulana Azad National Institute of Technology, Bhopal, India
Deepak Kumar, Maulana Azad National Institute of Technology, Bhopal, India

The inclusion of educational technology in teaching language is more palpable than ever, owing to the pandemic situation. In Kerala, a southern state in India, multiple lockdowns mandated its use to allow uninterrupted education. However, in teaching ESL (English as Second Language), the sudden shift from the traditional classroom to a technology-enabled classroom proved more challenging for the teachers and learners than showcasing flexibility. Since the utilization of technology in the realm of ESL teaching before pandemic was almost non-existent in Kerala, the unforeseen shift highlights the gaps inherent in its implementation and necessitates discussions on improvements. The difficulties that language teachers face in adapting to the use of technology are several, a major factor being the lack of awareness and training. This paper is a result of classroom research conducted in the ESL context of Kerala. The challenges encountered by language teachers are analyzed to study the efficacy of educational technology in ESL. In addition, the paper discusses some of the educational technologies like blogs, LinkedIn, Facebook, COCA (Corpus of Contemporary American English), word-processing and grammar tools, etc. that can be used to teach specific language skills at the tertiary level in Kerala. The paper is also set to make suggestions on how these applications and tools can assist teachers to improve teacher and learner performance in ESL classrooms.

09:15-09:40
64954 | *University ESL Students' Challenges and Insights Towards Online Learning Amidst COVID Pandemic*
Johara Alangca-Azis, Mindanao State University, Philippines

The sudden change of English language learning from face-to-face classroom interaction to online learning activities using digital platforms has resulted in numerous challenges for English as Second Language (ESL) learners in the various universities in the Philippines including Mindanao State University- Marawi City; hence, examining these learners' challenges and their insights of the online learning activities is extremely necessary. This present study aimed to identify and analyze the ESL learners' challenges and insights into online learning activities amidst the COVID-19 pandemic. Drawing on the data collected using self-written reflections and semi-structured interviews from two hundred thirty-seven (237) University ESL learners, the results revealed that the primary challenges faced by the learners include poor/weak/slow/unstable internet connection, lack of time management, financial problems, mental health issues and lack of motivation and engagement. The results further depicted several valuable insights from the students to cope with those challenges such as a change of perspectives and habits like having a positive outlook on the situation by accepting and embracing the new normal way of learning, managing their time properly, and strengthening social support. Finally, the results of this study contribute to providing awareness and understanding for English teachers, ESL students, and school authorities to enhance the efficacy of online teaching and learning activities, especially in times of crisis.

Friday Online Presentation Session 2

Research and Publishing

Session Chair: Cristina Vilaplana-Prieto

09:50-10:15
64147 | *Considerations About the Importance of Education After the First Wave of COVID-19*
Cristina Vilaplana-Prieto, University of Murcia, Spain

While previous studies refer to the impact of the pandemic over academic performance or continuity of studies, this paper will focus on the variable "importance given to education". We compare society's perspective regarding the importance of education, at the country level and according to the individual situation, both at a pre-pandemic moment (year 2019) and after the first wave of the pandemic (summer 2020). We implement a difference in differences strategy, using representative survey data from 28 European countries: the Eurobarometers 91.5 (June-July-2019) and 93.1 (July-August-2020), which allows us to introduce the regional relative mortality in 2019 or 2020 with respect to the average 2015-2018. The results show that the pandemic has provoked a deep rift in society, generating two different worlds. One "world" composed by the unemployed, immigrants, those still in school, and those from working class backgrounds, who think that education is no longer one of the country's fundamental concerns. Even more troubling is the fact that at the personal level, in households with children, the unemployed and working class feel that they have other more important concerns. The other "world", made up by the more educated, express an increase in their personal concern for education, Parents with better economic status and more stable jobs have been able to invest more in their children's education during the pandemic and have become more involved in their children's learning. It would be necessary to take advantage of the return to face-to-face teaching and facilitate families' ability to re-evaluate education.

10:15-10:40
65476 | *Prevalence of Anxiety in University Students During the Covid-19 Pandemic*
Jonida Mustafaraj, Aleksander Xhuvani University, Albania

Coronavirus (COVID-19) is an infectious disease caused by the SARS-CoV-2 virus (WHO). University students are prone to experience anxiety during their years of study due to academic overload, results and graduation. The pandemic closure and switching to online classes added to the student's experiences of insecurity, fear and anxiety. The purpose of this study was to assess the prevalence of anxiety among college students during the Covid-19 pandemic, to assess the risk for mental health problems, and to identify forms of coping and counseling for future anxiety.Quantitative method for data collection was used to conduct the study. Two inventories were used: DASS-21 and Coronavirus Anxiety Rate. The study included 364 students of the Faculty of Medical Technical Sciences, University of Elbasan "A.Xhuvani", in January 2021. In the group of selected students, the prevalence of anxiety, depression, the stress and anxiety experienced by Covid-19 was 35.5% of students had high level of anxiety, 30% had moderate level and 30.5% had mild level. From the data 14% of the students included in the study had sought help from a doctor, psychologist or pharmacist for the experienced state of anxiety.The results showed a significant level of anxiety experience experienced by university students. There was also an increase in anxiety experiences when a family member was affected by Covid-19 or other illness.It is recommended to research in future studies other variables such as the impact of gender, the impact on academic performance and to provide various information on ways to relax and manage anxiety.

10:50-12:30 | Room C
Friday Online Presentation Session 3
Learning Experiences, Student Learning & Learner Diversity
Session Chair: Rebecca Rosario Bercasio

10:50-11:15
65485 | *Assessing Students' Perception on Academic Emotions in 21st Century Skills Learning Environments in Rural India*
Clara Calabuig Puig, Amrita Vishwa Vidyapeetham University, India
Rasika Soman, Amrita Vishwa Vidyapeetham University, India

The development of 21st-century skills is especially crucial in developing countries, such as in India, where teachers and students are stuck with a curriculum that is highly outdated and of very little use in their future lives. Traditional teaching methods must be updated for the twenty-first century and schools must be infused with a project-based curriculum that allows students to identify practical and difficult problems on their own, create solutions, and conduct collaborative research to address them. With the application of collaborative project-based workshops in Internet technologies, mobile apps, and multimedia that promote the development of the four core skills (critical thinking, communication, collaboration, and creativity), the purpose of this quantitative study is to investigate how teachers and students (8th to 10th grade) from rural schools in Meghalaya and Himachal Pradesh perceive these learning environments and what effect they have on their academic emotions. The results reveal that learners' perceptions towards collaborative project-based learning are very positive and there is a significant increase in the emotions of enjoyment and hope after participating in these projects and, thus, provide useful insights into developing trends in society and technology, which will be crucial for teachers to use if they want to remain relevant in training the future workforce.

11:15-11:40
65314 | *Enhancing Employability Skills: Evaluation of the Student Experiences of the Work-integrated Learning Internship Program*
Chengeto Chaderopa, International College of Management - Sydney, Australia

Globally, the value of education is increasingly being measured against the extent to which it succeeds in producing work-ready graduates. The increasing marketisation of higher education, reflected in students' investment of money and time in their education, places a moral responsibility on education providers to equip their graduates with highly sought-after employable skills. This has led to higher and vocational educational providers presenting Work Integrated Learning (WIL) opportunities to their students. At the same time, despite the fact that the students are the ones who intimately engage with and experience all aspects of the WIL teaching/learning situation, research has established that their voice is rarely captured. There is underreporting of students' WIL educational experiences, an occurrence that threatens the effectiveness of some WIL internship programs to help students develop employability skills. Whilst the volume of studies examining the importance of the student voice is burgeoning, there is still room to further investigate the perceptions of students about their WIL placements before, during and post-placement. Therefore, this qualitative study investigates the students' perceptions of the role of the WIL internship program in helping them to integrate classroom theory and concepts with their practical application in the workplace as well as develop the highly sought-after employability skills or professional competencies.

11:40-12:05
65537 | *Flexible Learning Experiences and Attitude Towards Flexible Learning of Students in Bicol Philippines: Basis for a Self-regulated Learning Model*
Rebecca Rosario Bercasio, Bicol University, Philippines

Education has been significantly disrupted by the COVID-19 pandemic worldwide. The instructional delivery has shifted from the face-to-face modality to flexible learning modalities. Using descriptive research design, this study determined the flexible learning experiences in terms of the learning context, learning modalities, learning materials, and tasks and assessment tasks; determined the attitudes towards flexible learning, and developed a self-regulated learning model. Data were gathered using an online survey, virtual focus group discussion, and informal interviews. Respondents consisted of 434 students from different levels in the Bicol Region, the Philippines, who responded to the validated researcher-made questionnaire, which was posted for six weeks using a Google Form. Results reveal that most students use a common area in the house as a venue for learning at home during the specific official schedule and at an alternative schedule. Both synchronous and asynchronous modalities were utilized using both individual and group learning tasks, different teaching strategies, and learning resources such as presentations, videos, handouts/pdfs, activity/worksheets, and modules prepared by teachers. Among the device used, the phone was always used while the laptop was sometimes used. Assessment tasks included written assessment, performance assessment, and individual or group assessments. The students generally have a positive attitude towards the teacher, the learning resources, the teaching methods and learning tasks, the technology tools, and have an ambivalent attitude towards flexible learning in general. A self-regulated learning model was proposed based on the students' experiences and narratives.

12:05-12:30
65338 | Fostering the Academic Transition of International Students Who Are Ethnoculturally and Linguistically Diverse in Postsecondary Education
Kacia Whilby, University of Saskatchewan, Canada

The need for more services and support for the academic transition of international students is evident as their population continues to increase in postsecondary institutions. There is also a need for faculty to have a deeper understanding of how international students transition academically and how they can use the knowledge to guide academic support development. This phenomenological study examined the personal experiences of international students who are ethnoculturally and linguistically diverse (ECLD) with academic transition to postsecondary education. The focus was on international students with educational backgrounds and experiences outside of Canada and their adjustment to academic writing and teaching strategies in a Western Canadian university. Data were collected using semi-structured interviews with eight purposefully selected international graduate students. To provide triangulation a content analysis was performed on documentary evidence from the study location. All data were analyzed following an Interpretative Phenomenological Analysis resulting in the creation of superordinate themes: teaching and learning approaches, challenges, types of support and suggestions. Findings from this process revealed that disparities in one's social and educational background are conflicting and critically affect an international students' 'academic transition.' The findings brought to bear culturally responsive practices that postsecondary institutions should adopt as they develop programs and academic support services for students. The study also provided recommendations that can be implemented to ensure the smooth transitioning of all international students.

Friday Online Presentation Session 4

Learning Experiences, Student Learning & Learner Diversity

Session Chair: Sakshi Chhabra

12:40-13:05
65442 | *Reflection of Sustainable Entrepreneurial Intent Among the Learners on Completion of Courses on Sustainability*
Sakshi Chhabra, CMS Business School, Jain(Deemed-to-be) University, India
Lubna Ambreen, CMS Business School, Jain (Deemed-to-be) University, India

The increased awareness of destruction created by human behavior is serving as fuel to stand together for a sustainable planet as a society. The irrational behavior towards society and the environment has moved us closer to global crises like global warming hunger & poverty. The studies in recent times prove the learned consumers are attracted to buy a product or avail a service which is sustainable. This study aims to understand the sustainable entrepreneurial intent among students after the completion of courses in sustainability. An instrument has been designed and administered on a sample of 380 respondents from university students in order to understand the sustainable entrepreneurial intention using simple random sampling. An attempt has been made to understand the relationship among determinants of entrepreneurial intention using Structural equation modelling analysis. The result shows that the proposed model in the present study explains 51% of the variance, explaining the existence of sustainable entrepreneurial intention among learners. This study proposes that educational institutions provide courses and programmes in sustainable entrepreneurship. This will equip students with an awareness of the entrepreneurial environment and the essential skills need to be successful, sustainable businesses in the future. In addition, this study recommends that the government construct research and development programmes to help in the distribution of further sustainable entrepreneurial expertise.

13:05-13:30
65092 | *Unconventional Times in Higher Education: Evolving and Transforming – Student Support Perspectives*
Desiree Scholtz, Cape Peninsula University of Technology, South Africa
Sandra Williams, Cape Peninsula University of Technology, South Africa

The COVID-19 pandemic necessitated swift shifts to remote teaching and learning. This study explored the experiences of student support champions, (i.e. teaching assistants, tutors, mentors and retention officers) in providing support to first-year students during remote learning. The focus was on insights and learnings gained by these student support champions in having to provide affective and content support via unconventional remote modalities. This adaptation to change speaks to resilience thinking, which 'involves being able to withstand or overcome adversity and unpleasant events and successfully adapt to change and uncertainty' (Mcewen, 2011: 2). Learning to be resilient and adaptable to rise above challenges, is simultaneously transformative to create new ways of thinking and dealing with current situations. This qualitative study resides within the interpretivist paradigm and draws on the subjective experiences and understandings of research participants within a University of Technology. Student support champions completed surveys to garner their insights and experiences in providing online support to first-year students. Survey data were analysed according to emergent themes of challenges, improvements and future practices. The data revealed that despite the demands placed on student support champions, they managed to cope with their own studies and acquired attributes, dispositions and values due to their facilitation of student support engagement during remote learning. This study shows that the value of student support projects resides in acquiring attributes and skills beyond the formal curriculum. Times of complexity present opportunities to be resilient and to transform to changing circumstances.

13:30-13:55
63967 | *Examining the Impact of Classroom Group Identity Development in an Urban Science Classroom*
Stefania Macaluso, Teachers College Columbia University, United States
Felicia Mensah, Teachers College Columbia University, United States

In this grounded theory study, we follow the cases of English Language Learners as they display both creativity and resilience in their science class. Both traditionally and historically, chemistry has been viewed as a challenging field of study, one promoting elite status stereotypes that often alienate and hamper students' capacity for achievement in science. Especially now that we live in an era where collaborative group learning is emphasized and encouraged, particularly in urban classroom settings, it is critical to determine the effect group identity development has on students' perceptions of themselves, their social groups, and the implications when learning science content. This research expands the current work in group memberships and social identity by utilizing an emergent model we are calling Classroom Group Identity or CGI, which stems from theories of social identity, interaction ritual chains, and communities of practice. By making the decision to structure the classroom as a space to foster creativity using various one single collectively functioning unit, this allows the teacher to maintain his/her traditional role as teacher but also be part of this local level social classroom group. Using the conceptual lens of classroom group identity, class surveys, interview transcripts, classroom observations, and classroom transcripts, a positive change in emotions was observed in the values, perceptions, and behaviors of these two students. In turn, CGI development influenced the construction of classroom leadership and trust in both marginalized female students and provided a means to encourage and support the learning of chemistry topics.

10:50-12:30 | Room D
Friday Online Presentation Session 3
Education - Interdisciplinary
Session Chair: Jo Badenhorst

10:50-11:15
64780 | *Our Story: Teenage Mothers on Risk and Protective Factors Influencing Their Resilience Towards Completion of Their Education and Future Goalsetting*
Jo Badenhorst, Central University of Technology, South Africa
Rebecca Babedi, Gauteng Department of Education, South Africa

It is widely accepted that the teenage years are challenging because of the changes associated with the transition from childhood to adulthood. Teenage motherhood as a phenomenon is a challenge that is observed globally, and South Africa is no exception. The teenage mother faces challenges such as stigmatization and condemnation – not only in the community but also when she returns to school. In high-risk communities, factors like poverty, socio-economic decline, family instability and lacking social support are likely to affect the young mother's academic performance and her ability to 'bounce back'. To this end, the study explored the experiences of four teenage mothers from a high-risk community on the risk and protective factors that influenced their resilience to return to school and meet their educational goals. The ultimate goal was to gain an in-depth understanding of how they cope with their formidable circumstances and successfully reintegrate back into school. In-depth interviews, accompanied by various drawings and self-reflective activities generated rich data. The findings suggest that the most substantial risk factors which could potentially jeopardise the future success of teenage mothers were feelings of rejection, regret, stress, anxiety, and helplessness. Adverse economic conditions, a resource-poor environment and failing social systems – in particular, the school – intensified these feelings. However, potential protective factors that emerged were a strong However, potential protective factors that emerged were a strong will to carve out a better future for themselves and their children, and an anchored home environment that paved the way for a stable temperament, acceptance, assertiveness and ambition – all essential components for goal setting.

11:15-11:40
65365 | *Negotiating the Place for Human Rights in Education – Implications for Curricular Integration*
Astha Saxena, Guru Gobind Singh Indraprastha University, India

Human rights have long been an area of concern and active research since the inception of the Universal Declaration of Human Rights (UDHR) in 1948. The World Programme for Human Rights Education (2005-2014) has also re-emphasized the need for integrating human rights in school education as well as in the professional training of teachers through its inclusion in the teacher education curriculum. The role of education in building a rights-based perspective among young learners is crucial for imbibing human rights, building requisite attitudes and skills, and seeking its day-to-day applications & relevance in one's own life as well as the life of others. The main objective of the study is to collect and analyze pre-service educators' perceptions about the curricular integration of human rights in the school curriculum. The sample for the present study includes pre-service educators who are pursuing master's in education course at a university in Delhi, India. Lesson planning was used as a tool to collect and analyze pre-service educators' perceptions about integrating human rights in different subject areas. The lesson plans constructed by the educators depict their perceptions and strategies for integrating human rights within different curricular areas at the school level. Some of the activities designed by these educators are presented in this paper as evidence of their understanding of human rights education and its integration into the curriculum. The paper has implications for teachers, teacher educators, curriculum developers, and textbook writers.

11:40-12:05
65357 | *Encouraging Self-study Outside Class by Incorporating High-stakes Writing*
Usman Khalid, United Arab Emirates University, United Arab Emirates

Self-study and completing assigned readings are critical components of independent learning. However, at almost all levels of higher education, students often fail to complete their assigned readings mainly due to lack of time and motivation because they think that it probably does not affect their grades. I observed such behavior in an optional course taught to final-year students. After teaching the course for two years, I found that students fail to complete required readings as they are too busy working on their dissertation, and consequently, learning outcomes are not achieved. To this end, I introduced a teaching activity that linked reading with a high-stakes writing assignment. The students were required to write an essay based on the readings and then present it to the class in groups of two, coupled with the group critically analyzing the work of another group. This activity aimed to motivate students to read more, increase their class participation and enable them to be independent learners. Overall, the implementation of the teaching activity was satisfactory as it managed to achieve the intended outcome, although there was a large variation in the quality of essays and presentations. The average mark for presentation was 66.5, with a standard deviation of 9.6, and the average mark on the essay was 65.75, with a large standard deviation of 11.8 marks. Student feedback on the activity indicated that it motivated students to learn and improve their grades. The activity can be further enhanced based on students' feedback and my own observation.

12:05-12:30
64153 | *In Their Own Words: South African Learners on Mathematical Anxiety and Factors That Inhibit Their Mathematical Resilience*
Jo Badenhorst, Central University of Technology, South Africa

A country's prosperity depends on the quality of its education system and its contribution to sustainable development. It is widely recognised that mathematics achievement is one of the foundations of success in any society. For job creation and employment in the labour market, sufficient levels of mathematical and technological expertise are required to sustain economic expansion. This also applies to the South African economy, which is hampered by serious skills shortages in science, technology, engineering, and mathematics. South Africa's education system is struggling to produce school leavers of the calibre required in industry, most notably when it comes to mathematics achievement. Therefore, mathematics and science should be the subjects of choice for most learners; however, mathematics is, for various reasons, widely perceived to be a difficult subject. Learners require resilience and encouragement to overcome the difficulties they experience in learning mathematics. To this end, the aim of this study was to find out from Grade 7 mathematics learners what they believed to be the reasons for their mathematical anxiety and how mathematical resilience could be fostered. A qualitative inquiry, rooted in the interpretivist paradigm, was conducted to generate data from participants. Mathematics teachers and Grade 7 learners from three purposefully selected primary schools were interviewed in focus groups to learn more about their experiences and views regarding mathematics as a subject. The findings provided a multi-perspective on the complexity of mathematical resilience, the factors that inhibit mathematical resilience among learners and strategies to overcome the challenges posed by mathematics.

Friday Online Presentation Session 4
Learning Experiences, Student Learning & Learner Diversity

Session Chair: Jason Johnson

12:40-13:05
65091 | *6th Graders in the United Arab Emirates Using Ethnomathematics and Mobile Learning to Investigate Mathematics*
Jason Johnson, Emirates College for Advanced Education, United Arab Emirates
Linda Smail, Zayed University, United Arab Emirates
Darryl Corey, Radford University, United States
Adeeb Jarrah, Emirates College for Advanced Education, United Arab Emirates

There are many western apps that help students strengthen their mathematics skills through learning and game apps. A research project was designed to create an IOS Math App to provide Grade 6 Emirati students with the opportunity to explore mathematics, then using Bayesian Networks to examine the educational implications. The learning app was developed using ethnomathematics modules based on the Emirati culture. Students were required to navigate through several modules to examine various mathematical concepts in algebra and geometry. The survey was written for Grade 6 English Language Learners. Based on the Bayesian Networks analysis, the findings suggested that if students are allowed to explore mathematics based on familiar cultural norms and practices, students with grades A and C would receive higher grades. However, if students are not allowed to explore mathematics in line with their local culture, more students would receive an F grade, while some students with Grade A, would earn lower grades. Additionally, the findings showed that incorporating cultural elements had a positive change in students' liking and learning mathematics, even without a mobile device. Though, not allowing a mobile device and not allowing culture had an increased negative impact on students' liking and learning mathematics. The last finding suggested that students valued ethnomathematics examples over a mobile device to learn mathematics. The research findings could help to improve sustainability in mathematics education by promoting ethnomathematics and mobile learning.

13:05-13:30
65308 | *Teaching-Learning Process and Dialogical Understanding: A Study Findings in India*
Dipjyoti Konwar, University of Delhi, India
Vinita Bhargava, University of Delhi, India

This paper discusses the findings of a doctoral research with adolescent girls aged 15-19 years in India. The main objective was to find the overall impact of cash transfer (CT) schemes on adolescent girls. One of the objectives was to understand the role of CT on the academic achievement of the girls. A total of 120 adolescent girls were personally interviewed in this process along with select teachers, parents, and state officials. Data collection was done in two states- Assam and Delhi and two Interview schedules were developed, pilot tested and administered. The WHO's "Subjective Well Being Inventory" (SUBI) by Sell & Nagpal (1993) was also administered to find out subjective well being status of the girls. One of the findings of the research was the perception of "teaching-learning" among the girls and their teachers. Teachers generally assessed the teaching-learning in a quantitative and objective terms, while adolescent girls were found to be reporting their learning more subjectively. For students, a little learning on a favourite subject was a big sense of achievement while it may not necessarily reflect on their report card. The main finding of the study also highlights that CT has a psycho-social impact on the adolescent girls who received and utilised it. Therefore, it is very important to understand the teaching-learning process in a more dialogical manner.

13:30-13:55
64836 | *Finding Solutions to Poor Performance in the Botswana Education Systems and Lessons Learnt From COVID-19*
Veronica Margaret Makwinja, Botswana Accountancy College, Botswana
Olivia Ndzimuunopa Nthoi, Botho University, Botswana

As the world evolves towards complex technological advances in Botswana poor academic performance in schools has over the years remained of paramount concern. To date not only do students in public schools perform poorly in their end of year examinations, but throughout the entire teaching and learning process in general. The situation was exacerbated by the outbreak of COVID_19. Several studies have been carried out as an attempt to unravel the causes of failure, but there is no evidence whether the recommendations suggested for improvement have been successfully implemented. The relevance of associated interventions remain questionable as the status quo remains the same. Year after year, scathing reports of high rates of failure are shared in various forum. The Ministry of Basic Education and the Ministry of Finance and Economic Development carried out a study entitled, "Public Expenditure Review (PER) of the Basic Education Sector in Botswana," that identified several challenges the country faces in its education system, such as, overcrowded classrooms, poor performance in the national examinations, education decisions made from different ministries, especially for primary education, poor in international educational assessments (World Bank Groups, 2019). This paper is an attempt to assist the Botswana government implement solutions to the challenges faced by the education system, including those experienced during the COVID-19 outbreak, that continuously perpetuates poor performance in schools, leading to poor standard and quality of education. The researcher will analyse secondary data collected over years to recommend solutions to the problems experienced by the country.

Keynote Presentation: Ishmeet Kaur
Stories of Resilience and Strength
Friday, September 23 | 14:05-14:50 | Online

Leo Tolstoy remarked in *War and Peace* that "the two most powerful warriors are patience and time." This statement stands true for all times, particularly in times of crisis. While time has its power, it can be equally destructive as well as healing; patience is the key to surviving time. Belonging to a family that witnessed the violence of the partition of India, followed by the 1984 anti-Sikh massacres and other situations of violence and war, COVID-19 has added a new experience – surviving during the pandemic. Thus, for the family, there have been phases of trauma and revival followed by repeated critical situations and revival from them. Every experience became a strength story, when the most stressful times were countered with hope and faith. It is true that distress is also the birth of undeterred hope and faith. How is one expected to contemplate and make sense of the different times of turbulence and upheaval? What efforts can one make to recover from setbacks and adversity? How does one reconcile with loss?

The present paper focuses on answering these questions through various narratives and stories witnessed during the pandemic. The extraordinary strength that people showed in the worst of situations, as India witnessed poor labourers migrating to their homes at the outbreak of the pandemic; the widening gap of untouchability, not just in terms of caste but also in terms of social barriers and medical distances; breakdown of health care machinery; increase in suicides and mental stress; challenges met by students and educationists; and the farmers protest against the agriculture laws that turned into a full movement. At the same time, a lot of people and organisations came forward and made attempts to take charge of themselves and move on at individual levels that opened up different opportunities in the midst of the crisis. This paper focuses on how these experiences are case-studies of the invisible people who have created history of their own times.

Ishmeet Kaur

Dr Ishmeet Kaur Chaudhry (educationist, author, and poet) teaches at the Centre for English Studies at Central University of Gujarat, India. She was recognised as an Inspired Teacher for the President of India's in-residence program at Rashtrapati Bhawan, New Delhi in June 2015. She has been largely interested in areas of literature of margins, studies of violence, trauma, and women studies. She has also been actively engaged in Comparative Studies and Translations from Punjabi into English. She is a member of the Global Guru Granth Sahib Translation project at Sikh Research Institute, United States. Her recent work has been on violence studies engaging with discourses on the 1984 anti-Sikh carnage in Delhi. She is an editor of *Black November: Writings on Anti-Sikh Massacres of 1984 and the Aftermath* (2019); *Patrick White: Critical Issues* (2014), and the author of *Texting the Scripture: Sri Guru Granth Sahib and the Visionary Poetics of Patrick White* (2016). Her collection of poems is *Forbidden Button and Other Poems* (Signorina Publications, 2020)

Dr Ishmeet Kaur Chaudhry also engages in conducting talks on women's concerns, well-being and mindfulness. She firmly believes that in a world that is full of pressures, there is an innate energy within people. She engages in discourses on various aspects of spirituality, learnings from Guru Granth Sahib, and real-life memoirs.

Attacks on Critical Race Theory

Friday, September 23 | 15:00-15:45 | Online

Critical Race Theory started in the United States over 30 years ago. In the last two years, vicious attacks have started against it all over the world. Political forces in the United States in particular have attempted overtly or covertly to ban its use. More than 20 US states have passed laws restricting the teaching of certain principles that they claim are affiliated with CRT. The talk will help to shed light on the topic. What is CRT really? Why the upsurge on attacks? Should proponents of CRT fight back? What does this campaign against CRT mean for the future of discussion of race issues in the United States or elsewhere as well as broader freedom of speech issues?

Adrien K. Wing

Adrien Wing is the Associate Dean for International and Comparative Law Programs and the Bessie Dutton Murray Professor at the University of Iowa College of Law, United States, where she has taught since 1987. Wing currently teaches Critical Race Theory and Sex Discrimination Law. Author of more than 150 publications, Wing is the editor of *Critical Race Feminism: A Reader* and *Global Critical Race Feminism: An International Reader*, both from NYU Press, as well as co-editor of the *Richard Delgado Reader*. After receiving her Bachelor of Arts degree from Princeton with high honors in 1978, Wing earned her Master of Arts degree in African studies from UCLA in 1979. She obtained her Doctorate of Jurisprudence degree in 1982 from Stanford Law School.

Keynote Presentation: Shirley Steinberg

Do We Look Back to Move Forward? Bouncing Back, Back to Normal, Building Back

Friday, September 23 | 15:55-16:40 | Online

During the past 32 months, many have noted their desire to return to normal or create a "new normal". A critical theoretical lens suggests that shedding romanticised notions of the past and old definitions of societal norms challenge us to consider making new ways in which to move forward after the global pandemic. How do we create a post-pandemic equitable, diverse, and inclusive world? How do we work with our students to not criticise the old, the past, and the "before" pandemic world but to use honest / reflective critique to articulate what must change to sustain the viability of our world? How do we educate for reality and reflection as to what didn't work in those "norms" that we seem to be mourning?

Shirley Steinberg

An innovative teacher educator and critical pedagogy scholar committed to diversity, inclusion, interdisciplinarity, and shared vision, Steinberg's scholarship has contributed to the notions of Critical Multiculturalism and Diversity, Critical Bricolage, Critical Youth Studies, and Kinderculture. Her commitment to equity and social justice is internationally disseminated. She currently holds the Werklund Research Chair of Critical Youth Studies at the University of Calgary. Steinberg is the author or editor of over 50 books and is the Whitworth Award Winner for Career Education Research Excellence 2019-2022. She is the director/writer of films relating to education and critical ways of knowing and is the winner of 17 festival awards for a collaborative film: *Elders' Room*, made with Kainai First Nation.
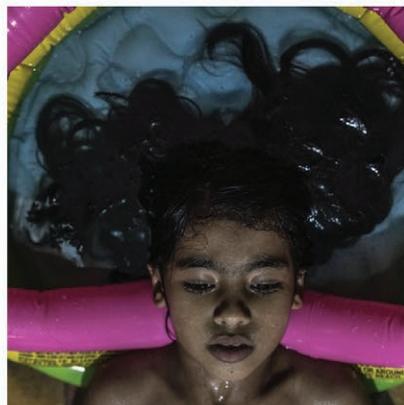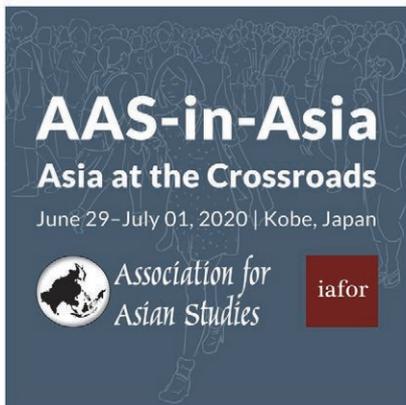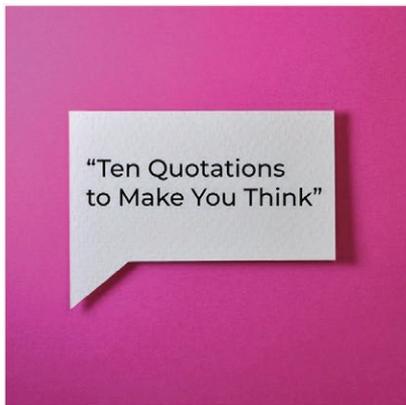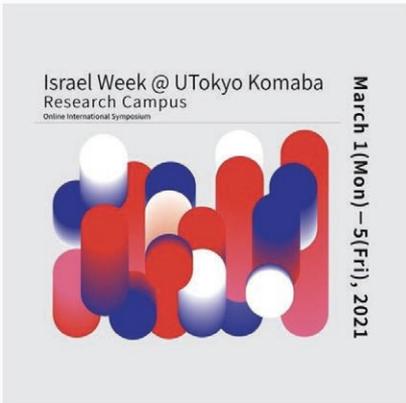
Follow The International Academic Forum on Instagram and join the conversation using the hashtag #IAFOR

Virtual Presentations

Read Virtual Poster Presentations & watch Pre-recorded Virtual Presentations on the following webpage:

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

BCE2022 Virtual Poster Presentations

Higher Education

65199 | *The Effects of Lockdown on Undergraduate Training and the Well-being of Pre-service Teachers*
Eva Ballová Mikušková, Constantine the Philosopher University in Nitra, Slovakia

The aim of the study was to examine the effect of the first lockdown on undergraduate training and the well-being of pre-service teachers. The changes in learning and leisure time were observed in the relation to subjective satisfaction with education and experienced emotions. A total of 30 pre-service teachers (80% women; aged 17 – 30, M = 22.00, SD = 2.30) participated in the study during the first wave of the COVID-19 pandemic. All participants filled out questions on the number of hours per day they spent on preparation and leisure time, before and during the pandemic period, subjective satisfaction with the education, feelings of anxiety and lack of control concerning the coronavirus pandemic, perceived risk of coronavirus, and the Positive and negative affect schedule. Subjective satisfaction with education during the pandemic was average (M = 3.19, SD = 1.01); in comparison to the pre-pandemic period, pre-service teachers spent 0.32 more hours in their free time, but they also spent .67 more hours preparing for school duties. Moreover, experience of positive emotions decreased (t = 10.63, p < .001, d = 0.61) and experience of negative emotions increased (t = 10.88, p < .001, d = 0.40) during first wave of pandemic. Regarding well-being, the threat of coronavirus, feeling of powerlessness and perceived risk of coronavirus related to negative emotionality, and perceived risk of coronavirus was associated with hours spent by studying.

65294 | Developing English Speaking Skills of Engineering Students through Project-Based Learning in Uzbekistan
Gulbakhor Mamadiyeva, New Uzbekistan University, Uzbekistan

Traditionally, engineers are known as problem solvers as they deal with various kinds of issues and suggest possible solutions. One of the vital aspects is to enhance their problem-solving skills from the first year of their studies at the university and, at the same time, improve their English language skills. Project-based learning is a method that allows students to work in teams and come up with novel ideas and modern solutions to a particular problem. This paper will discuss the efficiency of project-based learning in improving speaking skills in English as well as developing the soft skills of engineering students in Uzbekistan. The freshman students of New Uzbekistan University are provided the chance to present their startup projects to solve the problems they discover in the country. Teams worked together to identify a problem, search for possible solutions, and present their ideas. The process required a month to prepare for the project. This task was assigned to students who were willing to participate in this project. After the presentation, a post-survey was conducted to find out the results of the project-based learning. The participants stated that they improved their English speaking as well as reading skills in the process of preparing the projects. In addition to this, students claimed to have developed their public speaking, teamwork, and communication skills during the project.

Learning Experiences, Student Learning & Learner Diversity

64783 | *The Use of Research Project Proposal in a Public Health Clerkship for Medical Students in a University in United Arab Emirates*
Michal Grivna, United Arab Emirates University, United Arab Emirates
Azhar Rahma, United Arab Emirates University, United Arab Emirates
Adam Balaz, United Arab Emirates University, United Arab Emirates
Aminu Andullah, United Arab Emirates University, United Arab Emirates
Sami Shaban, United Arab Emirates University, United Arab Emirates
Mouza Alshamis Salama AlKhori, United Arab Emirates University, United Arab Emirates

Background: The pandemic of COVID-19 demonstrated the need for skilled medical practitioners in public health, outbreak investigations and need assessment. Medical students are the future task forces, therefore training them on public health is fundamental.
Method: From 2014 till 2022 a cross-sectional, post-evaluation survey had been sent through Blackboard to all the medical students who are enrolled in the public health clerkship at a government university in The United Arab Emirates. The survey measured the satisfaction of the medical students about the public health clerkship. SPSS version 26 was used to analyze the data. The overall average scores were further compared by gender, academic session, and period (with respect to covid-19) using independent t-test and analysis of variance (ANOVA).
Results: 148 medical students filled outsurvey.80% of the students stated that public health clerkship was relevant at this stage of their medical training (P =<0.001). 78% of the students enjoyed the research project (P =<0.001) and 96% stated that the project encouraged them to do research in the future. 75% of the students found the clerkship rewarding (P-value =<0.001).91% of the students stated that the presentation of the proposal improved their oral presentation skills (P =<0.0001). Mean satisfaction scores were statistically significant by academic year (P =0.015) and by Online teaching mode during COVID-19 (P=0.023).
Discussion: Medical students were satisfied with the public health clerkship and found it rewarding. Conducting need assessment and proposal writing provided them with knowledge, skills, and confidence to conduct research.

BCE2022 Virtual Poster Presentations

65514 | *Taiwan Senior High School Students' Motivation to Learn in CLIL Instruction*
Hui-Ju Wu, Cheng Shiu University, Taiwan
Lung-an Shen, Cheng Shiu University, Taiwan
Pai-Lu Wu, Cheng Shiu University, Taiwan

The purposes of the research are to (1) understand the current situation of Taiwan senior high school students' motivation to learn in content and language integrated learning (CLIL) instruction, and to (2) analyze the differences of the motivation to learn perceived by the students with different backgrounds. A total of 495 students participated in the study through completing the questionnaire in which the items were designed based on ARCS theory and the 4Cs framework of CLIL. The Cronbach's alpha coefficient of the scale is .89, indicating satisfactory internal consistency and reliability of the instrument. Two major results were obtained. First, regarding students' motivation to learn in CLIL instruction, the result showed that the dimension of "satisfaction" (S) was the highest, the dimension of "relevance" (R) was the second, and the dimensions of "attention" (A) and "confidence" (C) were the lowest. Second, the analysis of the students with different backgrounds showed that (1) female students had higher motivation to learn than male students at each and overall dimension; (2) students in public schools had higher motivation to learn than those in private schools in overall dimension, especially in the dimension of "attention"; (3) students studying in normal senior high schools had higher motivation to learn in the dimensions of "relevance" and "satisfaction" than those studying in six-year high schools. Based on the results, teachers are suggested to pay attention to students' "attention" and build their "confidence" in CLIL classes. Particularly, teachers in private schools should focus more on strengthening students' "attention".

Teaching Experiences, Pedagogy, Practice & Praxis

65445 | *Study of the Attitudes and Manifestations of Non-standardness of Primary Teachers in the Educational Environment*
Nadezhda Kaloyanova, Prof. Dr. Assen Zlatarov University, Bulgaria

Non-standardness is a specific personality construct that manifests itself both in the intellectual-creative and behavioral sphere of personality. Non-standardity is regarded as human potential, which has different degrees of manifestation or even varies as a substance. Therefore, non-standardness does not develop, but can only be stimulated. The subject to developmen are the skills for non-standard expression, not the non-standardness itself. This development can be achieved by promoting, stimulating, unfolding of non-standardness. The main objective of the study is to establish the attitudes and manifestations of non-standardness of Bulgarian primary teachers in the real educational environment. For the purposes of the study, a complex methodology is applied. 100 primary teachers have been studied. In the first part of the study, the author's scale is used to determine the teacher's attitudes towards non-standard events in professional activity. The scale contains 30 statements and is of the 5-degree Licker scale, where 1 is "completely agree" and 4 - "completely disagree". The scale has a neutral response and contains reversible statements. In the second part of the study, a structured observatoin of lessons was carried out. A scale based on 5 criteria was used for observation purposes. Each criterion is estimated at 6 indicators. The results are analyzed in three stages: Evaluation of the Scales internal consistency; Factor Analyze and Correlation Analyses.

BAMC2022 Virtual Poster Presentations

Film Studies

65519 | *Using the 'Candle in the Tomb' Fandom as an Example and Explain Its Associated Behaviours and Values*
Huailei Wen, University of Southampton, United Kingdom

In recent years, IP films and their fans have received increasing attention. Every film adaptation of an IP work has fans' support, which actively spreads information. Fans have created their own discourse space in virtual communities, producing a reasonably close-knit social group, thanks to the development of mobile internet technology and the relative democratisation of information .Candle in the Tomb, One of China's most iconic internet adaptations, has been a massive hit with fans since its release. From the film adaptation to its dissemination, Candle in the Tomb's fan base has contributed significantly, presenting a powerfully productive and creative force. This paper will analyse film fans in three main parts: the generation of film fans, film fans' behaviour, and fans' values. Firstly, by analysing the generation of the film's fans, we can understand how Candle in the Tomb resonates with its fans and its impact on them. Secondly, the analysis of film fan behaviour allows further exploration of how films interact with fans and the significance of film fans' behaviour. Finally, through an analysis of fan values, the relationship between fans and the constructed film text is explored to summarise the deeper meanings between film and fans.

BCE2022 Pre-Recorded Virtual Presentations

Challenging & Preserving: Culture, Inter/Multiculturalism & Language

64777 | *Preparing for Intercultural Sojourns: Understanding the Impact of Undergraduate-level Intercultural Education on Chinese Postgraduate Students in the UK*
Chaojun Ma, Suzhou No.1 Secondary School, China

Intercultural language education that seeks to cultivate learners' intercultural communicative competence has been an integral part of TESOL over the past few decades, but little is known about the extent to which undergraduate-level intercultural education delivered by Chinese universities is perceived as useful and valuable assets that Chinese postgraduate students can draw upon in their intercultural encounters. As such, building on Byram's (1997) theoretical model of Intercultural Communicative Competence, this phenomenological study sets out to understand how Chinese postgraduate students studying abroad in the UK perceive the impact of their previous intercultural education on their overseas adjusting and English language learning experiences. Research data were collected from 12 Chinese postgraduate students via unstructured interviews, participants' personal reflection writings, along with memoing. Results emerging from a robust thematic analysis reveal that Chinese postgraduate students have mixed feelings about their undergraduate intercultural education, with the majority of them satisfied with practice-oriented intercultural education and less with the formal cross-cultural curriculum. In addition, the results suggest that there is no direct relationship between intercultural language learning and linguistic gains, but intercultural instruction can bear upon their engagement in English language learning practices that help to prepare them for their future intercultural sojourns. This study leaves implications for revamping Chinese university intercultural education, highlighting the empowerment of students to be active participants in the intercultural curriculum so that they can exert agency to engage in more efficient intercultural learning and teaching practices.

65682 | *Democratic Citizenship in Formal Civic Education in Albania: Assessment of Curriculum and Teaching of Democratic Citizenship in Pre-university Education*
Suela Kusi Drita, Council of Europe Office in Tirana, Albania
Zyhrada Kongoli, Kongoli Legal Firm, Albania

The education system in Albania has undergone a series of reforms intended to modernize the curriculum, develop the wider system capacities, expand access to compulsory education, and align its education policies and practice with European and international standards, in particular the European Union's Education Benchmarks for 2020 and UN SDG4-Education 2030. In this context Albania is experiencing a renewed engagement in democratic citizenship education and promoting democratic school governance. The situation of civic education in the pre-university education system has improved. However, there is still work to be done, in particular, in terms of increasing the importance and space devoted to EDC / HRE, improving the quality of textbooks, teacher training, and strengthening the role and cooperation of all actors. The transition to competence-based curricula marked a positive change, but in order to duly implement it, teachers must become creative and teach interactively to enable students to contextualize information, knowledge and values as individuals and as part of the community. In the process of implementing this curriculum in school, teachers generally rely on books, without trying to use materials that make the teaching process as attractive as possible. Also, the importance given to EDC / HRE by schools, teachers and parents, as well as the space that the relevant subjects have in the education program are not enough. Most of the conclusions of this analysis can be addressed through continuous teacher training, which brings rapid results in filling gaps in learning objectives

Design, Implementation & Assessment of Innovative Technologies in Education

64485 | *Development of Vocabulary Study System and Measurement of its Effect*
Kamal Baha, Tokyo Denki University, Japan
Makoto Shishido, Tokyo Denki University, Japan

There are many ways to improve reading comprehension for learners of English as a foreign language. Learning vocabulary is one of the ways to improve it. The more vocabulary learners acquire, the deeper their understanding becomes when reading English texts. It is suggested that the learners improve reading comprehension if they understand unknown words before reading a text. The Word-level Classification and Vocabulary Learning System (WCVL) was designed based on the constructivism education theory and the cognitive theory of multimedia learning. It was developed by using the Waterfall software development methodology. The NLP-Compromise JavaScript library was used for morphological analysis to extract the words in an English text. The extracted vocabulary was also classified into 12 difficulty levels based on the ALC12000 vocabulary database. The system displays only the words whose levels are higher than the student's estimated vocabulary level and it also adds the Japanese and Thai meanings. The WCVL system provides six types of exercises for students to learn unknown words and collects learned vocabulary in the user's database. To make the system available on any device, responsive web design was employed, which adapts to the user's device environment depending on the screen sizes and the types of operating systems. This study investigated a new approach to learning unknown words through various vocabulary practices using the WCVL system. In addition, the questionnaires were asked to collect Thai and Japanese students' reactions toward the proposed system and evaluate its efficiency.

64784 | *Enhancing Pedagogical Benefits of Turnitin in Higher Education: Understanding Students' Acceptance and Use*
Xuenan Huo, Beijing Normal University-Hong Kong Baptist University United International College, China

Turnitin has been widely used in higher education as a computer-assisted assessment tool. There is a growing trend in enhancing the pedagogical benefits of Turnitin in higher education. To understand how students use and perceive this tool, this research interviewed six graduate students studying at a UK university about their experience and perception of using Turnitin. The interview data is analysed using the major constructs in the Unified Theory of Acceptance and Use of Technology. Other interesting themes that emerged from the interview data are also identified and discussed. These findings indicate that Turnitin can have pedagogical benefits on students' academic writing, mainly by enabling effective feedback provision. However, findings highlight a concern that students predominantly perceive Turnitin as a plagiarism detection tool, with little understanding of its effectiveness in enhancing assessment and learning experience. The research findings provide an understanding of the factors that influence students' acceptance and use of Turnitin. Based on these understandings, the research finally outlines recommendations for enhancing the pedagogical benefits of Turnitin in higher educational institutions.

65436 | *Innovative Lecturer: Using Digital Tools in the Study Process*
Agnė Juškevičienė, Vilnius University, Lithuania
Ieva Bilbokaitė-Skiauterienė, Vilnius University, Lithuania
Stanislav Sabaliauskas, Vilnius University, Lithuania
Ingrida Donielienė, Vilnius University, Lithuania

The modern world is characterised by terms such as the Internet of Things (IoT), cloud computing, artificial intelligence and big data (A. J. Means, 2018; H. Arieli, 2021). A. J. Means (2018) stresses that in the future, humans will live in a fully intelligent physical space, starting with robotic factories, smart cities and other tools created by society. In response to the changes in the world and society, it is important to question how higher education institutions can respond to the challenges posed by the Global Revolution 4.0 and meet the needs and expectations of today's students through various innovations in the study process. Agreeing with the position that the use of innovation in the education system is vital to improve learning outcomes, the quality of education services, equity and equality, and efficiency (OECD, 2016), this paper explores the profile of an innovative lecturer who uses digital tools in the study process. The findings of the study are formulated on the basis of a qualitative research - open-ended written questions - interviewing Lithuanian HE lecturers about their experiential approach to the use of digital tools in the study process. The results of the study highlight the importance of digital tools in educational practice (i); the motives behind the choice to use digital tools in the educational process (ii); the formation of an innovative teacher profile based on the use of digital tools (iii); and the identification of the support associated with the use of digital tools in the study process.

65482 | *ASLMAD: A Virtual Tutor for a Better Learning Experience*
Tarek Ait Baha, IBN ZOHR University, Morocco
Mohamed El Hajji, Centre Régional des Métiers de l'Education et de la Formation - Souss Massa, Morocco
Youssef Es-saady, IBN ZOHR University, Morocco
Hammou FADILI, Conservatoire National des Arts et Métiers (CNAM), Morocco

Nowadays, educational technologies like learning management systems and Massive Open Online Courses (MOOCs) have made it possible for teachers to scale up effective teaching methods and for students to have constant access to learning resources. However, these technologies don't completely transform the teacher's primary responsibilities, such as motivating learners, giving them feedback, or personalizing the program to their specific needs. Artificial Intelligence (AI) technologies have quickly become indispensable in our daily life. Education is one of the most prominent fields where these technologies are deployed. Conversational Agents (CAs) are one of the most widely used AI technologies for supporting teaching and learning activities. CAs' integration into an e-learning system can deliver responses tailored to the individual needs of each learner, giving them the opportunity to learn at their own pace. In this work, based on the recent advancements in Natural Language processing (NLP) and deep learning techniques, we present an experimental use case of an educational AI Chatbot called ASLMAD, designed to teach high school students Algorithmics. The related chatbot has been deployed and tested at public schools in Morocco with the assistance of instructors from the Regional Center for Education and Training Professions of Souss Massa. The integration of ASMLAD into an intelligente classroom will not only create a supportive environment by creating positive interactions with students, it will also help students to be more motivated and accomplish greater academic goals.

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

65520 | *Exploring Parents' Perspectives on Distance Learning for Children with ASD in UAE*
Maria Efstratopoulou, United Arab Emirates University, United Arab Emirates
Omniah AlQahtani, United Arab Emirates University, United Arab Emirates

Distance learning (DL) can significantly contribute to education in situations like the covid 19 pandemic, which the world experienced recently. During the lockdown period, many educational programs have been changed, making it possible to continue the learning process for learners with disabilities, particularly students with Autistic Spectrum Disorder (ASD). The study aimed to explore the distance learning procedure from the perspectives of parents of children with ASD in the UAE. Semi-structured interviews were conducted with six mothers of Emirati ASD learners to discuss the benefits and challenges of the distance learning procedure. Parents' responses indicated some advantages of the DL procedure during lockdown situations; however, many challenges for ASD students and their parents were reported, especially in communication. Parents' suggestions to improve the quality of the distance learning process were considered in the study's discussion. Training for parents and teachers was highly suggested to overcome the obstacles during DL and improve their overall experience.

BCE2022 Pre-Recorded Virtual Presentations

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

64984 | *Child Labour and Education: A Case Study of Rehabilitation of Child Labourers of Handicraft Industry in Jaipur City of Rajasthan*
Sujata Bahot, National Institute of Educational Planning and Administration, India

The study reflects on the right to education from the lens of the educational rehabilitation of child labourers rescued from bonded labour and factors that adversely affect some children to exploit the educational opportunities. The study opened the black box of "mainstreaming the out of school children". The more systematic it sounds, the more impossible and unreal it become for the children to go through psycho-social trauma and continue his/her basic education with a little hand-holding from the family, community, and the government's side. The rehabilitation process of the child labourers is planned and implemented with an objective to mainstream these children into the formal schooling system. The aim is to provide them with an equal opportunity to education to develop to their full potential. However, in the presence of several loopholes in the rehabilitation process, the child becomes more vulnerable to get re-trafficked and drop out of the school. Consequently, the outcome of the policy fails at the grassroots level to achieve its very objective. The ground reality indicates that creating institutions for policies implementation doesn't guarantee justice. The existing institutions need to be strengthened, and focus has to shift towards making the processes more effective for policy implementation for the target group rather than creating new institutions. To conclude, the study discusses factors that make children more vulnerable to child labour or trafficking. Considering these factors, the process of rehabilitation of child labourers calls for a comprehensive, interdepartmental, and multidimensional approach.

65444 | *Use of Information and Communication Technology for Quality Education*
Ningchuiliu Gangmei, Christ University, Bangalore, India
Kennedy Andrew Thomas, Christ University, Bangalore, India

The Sustainable Development Goals (SDGs) were formed by the United Nations in a conference under Sustainable Development, that was held in Rio de Janeiro, Brazil, in 2012. The goal is to achieve a better and more sustainable future for all the people and the world by 2030. Quality education is one of the SD goals and is vital for nation-building. Technology plays a significant part in improving the quality of education. It helps realize the teaching-learning goals, enhances access and avail resources, builds capacities, and manages the educational system. It improves flexibility, where students and teachers can access teaching and learn anywhere without geographical barriers. It also expands access to education, raises educational quality, and helps teaching-learning engage. The use of technology in education can be broadly categorized into three areas viz., technology in teaching, technology in learning, and technology in evaluation. The present study aims to determine the role of ICT in improving the quality of education and how its usage can be enhanced in the education system. The study materials will be gathered through the inter-disciplinary literature review method. However, to make it possible, there are roles to be exercised by the government, education management, teachers, and students.

Educational Research, Development & Publishing

64377 | *Tourism System in the Face of Pandemic: A Prisma Approach on Current Topics, Research Methods and Approaches*
Enya Marie Apostol, Mindoro State University-Calapan City Campus, Philippines

This paper is a systematic review of published literatures used to uncover the current research investigating the tourism system in the face of the COVID-19 pandemic following the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) approach. The presented review identified relevant papers using the Dimensions database that is considered as the world's largest linked research dataset. The study was anchored on system theory and Leiper's tourism system model. Identifying the keywords and limits on the tourism system aspects, of the 946 articles found, 65 papers met the predefined inclusion criteria in the PRISMA checklist and other reasons with scholarly nature. The included papers were classified concerning the following dimensions: the source of publication, tourism system domain, and methodology. The reviewed articles focused on the five vital components of the tourism system during the COVID-19 pandemic: (1) Attraction; (2) Accessibility; (3) Accommodation; (4) Amenities; and (5) Activities. In order to present co-occurrences in topics and terms as well as frequency of publication sources the visualization of similarities (VOS) viewer software was used. The study showed the current topics that were clustered into six (6) by which the clusters on alternative forms of tourism and technology-driven tourism emerges on top. The results revealed a variety of research methods and approaches that have been used to investigate the tourism system at the time of the pandemic. The reported approaches include measuring the impact of Covid-19, developing scenario and modeling, and discussing resumption of activities in-pandemic and post-pandemic.

BCE2022 Pre-Recorded Virtual Presentations

64928 | *The Use of the Phenomenological Approach for the Study of the Determinants of the Scientific Production of Teacher-researchers*

Bouchra Jafari, Mohammed V University, Morocco
Abdellah Yousfi, University Mohammed V, Morocco
Yahia El ouazzani, University Mohammed V, Morocco

It is never easy to approach a theme such as the relationship between the scientific production of teacher-researchers and their individual and professional characteristics due to the complex links between the different variables. The objective was clearly to find an econometric method that would not distort or harm the final results, hence the use of the phenomenological approach which enabled us to analyze from every angle the impact of individual characteristics and teacher-researchers on the volume of their scientific production. In fact, the phenomenological approach has definitely made us aware of the importance of descriptive analysis that prevents the researcher from drowning in econometric models that do not bring much to his study or in most cases, they lead him to hasty conclusions that assume that certain variables are diametrically opposed or on the contrary they are correlated, whereas logic says the opposite. Thanks to the phenomenological approach, we were able to discover the mediating variable among the explanatory variables. Consequently, what we also appreciated in the phenomenological descriptive analysis, that it also showed us that it is possible to make hypotheses about some determinants of the scientific production of the teachers-researchers of the FSJES - Souissi. These hypotheses will be tested by a structural equation model estimated on data collected from 136 teacher-researchers of the FSJES-Souissi.

Foreign Languages Education & Applied Linguistics

64692 | *The Correlation Between Teaching Collocations & Lexical Bundles and the Improvement in the Writing Performance of Freshman Students*

Sally Kondos, American University in Dubai, United Arab Emirates

This presentation introduces the outcome of a study that investigated the impact of teaching collocation & lexical bundles on improving the writing quality of first-year students. The presenter will give a detailed account of the research methodology, theoretical framework, and the research methods implemented in the study. Many studies investigated the relationship between competence in vocabulary and L2 writing. Although studies indicate the importance of lexical knowledge in L2 writing, there is not enough research to confirm the correlation between specific vocabulary size and the quality of writing (Miralpiex & Muncoz, 2018). Additionally, there is a lack of research investigating the effect of teaching collocation & lexical bundles on enhancing Arabic-speaking students' language proficiency in the United Arab Emirates or the Middle East. The current study implemented collocation due to its vital role in producing more advanced sentence structure, yet it is challenging to master for L2 language learners correctly. Collocation is perceived as a continuum governed by some degree of restrictions. Lexical bundles refer to high-frequency combinations of words that frequently occur next to each other, whether in spoken or written text. Lexical bundles are incomplete grammatical structures, commonly formed by combining two noun phrases or a verb and a noun phrase or more phrases or clauses. The presenter will share the study results with the audience and pre the answers to the research questions.

65575 | *Learning Experiences of Online English Learning with Pedagogical Redesign for Complementing Formal Face-to-Face Learning*

Jeanne Lam, Protostar Education, Hong Kong
Antony Chen, Protostar Education, Hong Kong

The use of online learning in education has increased rapidly during the COVID pandemic. Both teachers and students are more familiarized with technologies in online teaching and learning. With the readiness of technology, some educational institutes started adopting more blended learning after the resumption of face-to-face learning. However, some institutes consider online mode as direct replacement of face-to-face mode. Without thoughtful redesign of pedagogy, the effectiveness of teaching and learning was affected. Educators believe teaching and learning would be impacted by thoughtful redesign on blended learning. This research took place in a School which provided online English learning with pedagogical redesign for complementing formal School's face-to-face learning. Individual interviews were conducted to collect the learning experiences and thematic analysis was adopted for analysing the results. The results show learning experiences were enhanced via appropriate redesign of instruction, learning activities and assessments. The students were highly motivated in the online learning environment, and they enjoyed the learning contents and learning activities. The learning experiences and effectiveness were enhanced. This study result affirms positive impacts on the redesign of pedagogy in online learning of English learning for complementing formal face-to-face learning.

BCE2022 Pre-Recorded Virtual Presentations

Higher Education

65241 | *Enhancing Student Learning Experiences Through Recorded Presentation Using the "Gongyeh" System*
Man Chong Carrie Wong, The Hong Kong Polytechnic University, Hong Kong

Oral presentation is one of the core competencies of the higher educated professional training. Given the importance of oral presentation, both students and teachers, however, face challenges and difficulties in optimizing the benefits of it. From students' perspective, they only received instructors' feedbacks and comments, but limited feedbacks from the audiences (their classmates). Besides, students' engagement in classmates' presentations is problematic. It was observed that some students were reluctant to criticize fellow classmates' presentation work and failed to provide reflective and immediate peer feedback. From teachers' perspective, students may make repetitive mistakes and adversely affected the teaching efficiency. The above situations were considered to get worse during the covid-19 pandemic period, as the class engagements were generally weakened due to the online learning environment. It therefore brings an urgent need to keep students engaged in online learning with innovative pedagogy. This current study aims at investigating the undergraduate students' learning experiences and their perceptions towards the online collaborative platform "Gongyeh", which was developed by the Hong Kong Polytechnic University in 2018 as a web platform for share video presentation and allow teachers and their classmates to rate and comment on it. Questionnaire survey was employed to collect the empirical data and followed by statistical analysis. Five hypotheses were statistically tested. The present findings supported that the online and collaborative recorded presentation platform have significant positive influence on student's learning enjoyment, learning reflection, peer interaction, learning motivation and student engagement on the subject respectively.

65406 | *Assessing Full-time Undergraduate Student Segments: Public Higher Education Enrollment in Hawaii*
Leslie Rush, University of Hawaii West Oahu, United States

Distinct competition for full-time student enrollment in higher education is evident. Students are increasingly considering themselves in the position of a consumer of higher education. Reaching prospective undergraduate students highlights the importance of market segmentation as a vital step towards increasing full-time enrollment. A crucial step to reaching potential undergraduate students to increase student enrollment requires a deeper understanding of student segment populations. A lack of research on undergraduate student demographics and demand factors tied to higher education enrollment within Public Higher Education Institutions highlights a need for further study. The purpose of this quantitative descriptive and correlational study was to explore how student demographics and demand factors influence higher education enrollment within public higher education institutions. The study examined three types of undergraduate student segments: traditional, non-traditional, and transfer students to assess how online course modalities and major fields of study influence student demand and full-time enrollment for each segment. Historical, secondary data publicly available to administrators in Public Higher Education Institutions was examined for academic years 2014-2015 through 2018-2019 to describe relationships between total full-time enrollment (dependent) with online course enrollment and major fields of study (independent) variables. Findings from this analysis will support administrators in Public Higher Education Institutions in the development of a framework for enrollment segmentation strategies.

Interdisciplinary, Multidisciplinary & Transdisciplinary Education

65503 | *Disciplinary Literacy and Picture Books in the Primary Classroom*
Lorraine Lawrance, Mary Immaculate College, Ireland

This study seeks to investigate the development of teacher planning in relation to the burgeoning area of disciplinary literacy. At the centre of this research is the recognition that picture books play a central role in teaching and learning across the curriculum in primary schools; with this research deciphering whether picture books may aid disciplinary literacy learning as a child-friendly mode for exploring and teaching the language associated with the various disciplines. With the first mention of disciplinary literacy appearing in our recently published Primary Language Curriculum (2019) immediately followed by the interruption of the Covid-19 pandemic, teachers are yet to discover how this ideology may transpire into every day planning and practice. This case study-led piece of research uses a professional learning community model to engage practitioners in discourse in relation to disciplinary literacy, the use of picture books and teacher planning and preparation for teaching. The Irish curricula is currently in a period of drastic reform, with the Primary Curriculum Framework (2020) laying the foundations of what is yet to come, this research considers the most up-to-date expectations from our National Council for Curriculum Design and Assessment at the cusp of the dissemination and transfer into practice of a completely new curricula. Seeing the teacher as 'the curriculum maker', this research thoroughly explores the position of disciplinary literacy in a series of primary settings by working with teachers to identify the ways in which educators can plan for disciplinary literacy in a meaningful and purposeful way.

BCE2022 Pre-Recorded Virtual Presentations

65561 | *Creative Storytelling in Art & Design from the Perspective of Quantum Theory*
Wenchang Lin, Fujian Jiangxia University, China & University of Wales Trinity Saint David, United Kingdom

In the practices of art and design, the creativity is the most vital ingredient as its appearance is unpredictable just like quantum leaps. Referring to the hyperspace theory, the 11 dimensions of space-time might show similar patterns with information exchanges. Therefore, I compare the "quantum entanglement" to the information loop of interaction. The relationships between arts and audience, people and environments, physical feelings and mental cognition are key purposes when designing and producing arts. By designing interaction, it is intended to help analyze storytelling and offer interactive information for further oriented design. Since the storytelling behind arts and design is the meanings of the work and why it matters, I am trying to propose a model of 11 dimensions (11D) of interaction and use ""Interaction Hyperspace"" as my early working definition. The 11D are Location, Action, State, Time, Interaction, Entangled Results, Time of Interaction, Possibilities, Intensity, Result to the outside and Memory. Hypothetically, by reconstructing the 11D of interaction, new story combinations might provide various possibilities on creative solutions. The research is trying to be engaged on practical applications, including academic teachings, industrial designs and trans-disciplinary communications. As the method itself to be a creative stimulation, it might show people even those from not-classical-creative area with a brand new idea of an out-of-the-box thinking. Through redesigning the design thinking, this research is ultimately exploring the humanistic phenomena and psychological perspectives towards arts and design trainings.

Learning Experiences, Student Learning & Learner Diversity

64370 | *Students' Involvement in Co-creation Initiatives: The Link Me Up – 1000 Ideias Project at the Polytechnic Institute of Viseu*
Rosina Fernandes, ESEV and CI&DEI - Insituto Politécnico de Viseu, Portugal
Susana Amante, ESTGV and CI&DEI - Instituto Politécnico de Viseu, Portugal

The unpredictability of the current job market requires the development of specialized technical skills, but particularly transferable skills, which allow career construction in a process of constant adaptation to job opportunities and demands. In this process, higher education institutions play a fundamental role, readjusting the training offer, including participation in research and intervention projects. As part of the Demola Portugal Initiative, the Link me up – 1000 Ideias Project has been taking place in 13 Portuguese Polytechnic Institutes, since 2021, focusing on the development of co-creation projects by students, in close collaboration with organizations and with the support of teachers acting as facilitators. Based on the questionnaire that assesses the project's effectiveness, the aim of this study is to analyze, at the Polytechnic Institute of Viseu: i) the profile of participants in the second edition of the project (especially female students, and students of engineering/other technical courses); ii) their degree of satisfaction with their participation (M=5.50, on a scale of 1 to 7), working with colleagues, organizations (the most valued dimension) and teachers/facilitators; iii) the skills developed (emphasis on research, communication and digital literacy); iv) the tools used (more valued than contact platforms). Gender proved to be a key differentiator in entrepreneurship skills (findings show higher results in females). Students who reported more hours of involvement in the project also showed better results in several skills (p .05). The study revealed that the project has provided students with quality training experiences that are expected to enhance a successful career in future.

65231 | *A Conjoint Study and Segmentation on the Preferred Online Learning Attributes of Senior High School Learners Amidst the COVID-19 Pandemic*
Junar Cano, Notre Dame of Marbel University, Philippines

The educational systems were disrupted due to the COVID-19 pandemic that has resulted in the sudden shift in the instructional implementation from face-to-face to fully online distance learning. This study examined the socio-demographic characteristics and access to technological resources, and explored senior high school learners' preferred online learning attributes and their segmentation. The study employed a descriptive and exploratory research design. Using Cochran's formula, the study determined 300 respondents who were identified through a random sampling technique. The statistical treatments utilized were frequency count, percentage, conjoint, and cluster analysis. The data were gathered through an online-administered survey instrument. Results revealed that multiple-choice and multiple-type exams, synchronous delivery type with slides, individual tasks, and learning materials with visual aids were the most valued online learning attributes by the learners. Further analysis revealed that learners could be classified into two groups based on their preferences. This study provides insights for academic institutions in redesigning their online learning systems.

65539 | *Evaluating Student Perspectives on Understanding of Complex Systems*
Steve Barker, Cranfield University, United Kingdom

Advances in technological detail and sophistication have resulted in more complex products, systems and services which can be more difficult for individuals to conceptualise and understand. This eventuality has potential to increase risks and assumptions in the use, operation, and management over time of such products and therefore presents a growing problem for those who have to plan and undertake such activities. It can thus be seen as important that people are informed as to the possible ramifications of increased complexity, and this presents a challenge to educators in terms of how the notion of ever-increasing complexity can be taught and inculcated. Previous work has considered how this might be achieved, evaluating learner preferences, mechanisms to describe greater complexity and its effects, and teaching strategies which can facilitate that learning and understanding. This paper builds upon the earlier work in the light of having since delivered complex systems course content at masters level. By viewing the situation through the prism of student learning experience and using informal discussion with learners and formal feedback on factors such as comprehension of topic, ability to analyse and evaluate holistically, and capability to apply understanding to real-life business scenarios, this paper assesses areas that students perceived as difficult or challenging to explicate and actualise. This is then placed in the overall context of the course cohort to analyse trends and whether different students experienced problems with the same issues before suggesting a revised andragogical strategy to address issues and improve the student learning experience.

BCE2022 Pre-Recorded Virtual Presentations

Learning Experiences, Student Learning & Learner Diversity

65589 | *Engaging First Generation Students Through Culturally Responsive Teaching*
Sepideh Mahani, Yorkville University, Canada

First-generation college students are defined as individuals who are the first in their family to go to college. A large body of research indicates that first-generation students are at a disadvantage from the time they start to apply for university, through university and even after they graduate from university, and their experiences are significantly different than non-first generation students. These studies further confirm that first-generation students have lower levels of academic performance and are less engaged in their academic environment. In the United Arab Emirates, majority of the students enrolled in the UAE's federal colleges and universities are first-generation students. Although the number of first-generation students is high, there is a lack of information on the experiences of these students. The purpose of this qualitative case study was to gain an understanding of the academic, social, and familial experiences of first-generation Emirati students in a higher education institution in the UAE. The findings of this qualitative case study showed that first-generation female students in the UAE experience a variety of academic and non-academic challenges including a lack of sense of belonging. The results from the study identified that one way to help first-generation students gain a better sense of belonging and obtain higher academic achievement is through culturally responsive teaching which rests on the principle that empowers students intellectually, socially and emotionally and focuses on the assets students bring to the classroom and connects students' cultures, languages and life experiences with the curriculum.

65257 | Escape Room in Pre-school Education Learning
Rocío Patiño, Universidad Tecnológica Indoamérica, Ecuador
Samary Guillén, Universidad Tecnológica Indoamérica, Ecuador
Erika Pazmiño, Universidad Tecnológica Indoamérica, Ecuador
Valeria Paladines, Universidad Tecnológica Indoamérica, Ecuador

The ICTs use in education is undoubtedly necessary for the new generations of digital natives who must relate to them from an early age. In addition, education was virtualized due to the Covid-19 pandemic. For these reasons, the purpose of the current research was to show that the Escape Room can be used as an effective strategy to bring preschool education II level children, to the use of ICTs, and the acquisition of learning in a meaningful way. For this purpose, the mixed approach was considered, and the applied research modality was used, in addition to documentary research for the theoretical support of the two research variables; descriptive and field research to obtain data through the survey and observation techniques with their respective instruments that allowed the understanding of the problem and to provide answers to the research questions. Based on the data obtained, it is concluded that the implementation of the Escape Room has great viability since teachers reinforce the learning strategies established in the preschool Curriculum and carry out activities (challenges) in a physical way, which constitutes a strength to take these aspects to the virtual environment. Concerning the children's learning it was evident that most of the skills evaluated are in the development process, so the activities proposed in the Escape Room are a necessary alternative to be used in today's virtualized education.

Mind, Brain & Psychology

65446 | *Predictive Efficiency of Spiritual Intelligence and Cultural Intelligence on Emotional Maturity of Student Teachers at Secondary Level*
Jemy Jose Mathew, Christ (Deemed to be University), Bengaluru, India
Malini P.M., N.S.S. Training College, India

The study was designed with the objective of analyzing the predictive efficiency of Spiritual Intelligence and Cultural Intelligence on the Emotional Maturity of student teachers at the secondary level. In this study, Student Teachers at Secondary Level means students who are training to be teachers at the secondary level under the supervision of a certified teacher educator in order to qualify for a degree in education. This was studied through the statistical techniques percentage analysis, Karl Pearson product-moment coefficient of correlation, Fisher's test, Partial Correlation (P), Test of significance of P, Multiple correlation (R), Test of significance of R, and Multiple Regression Analysis. The study was conducted on a sample of 400 students of student teachers from Alappuzha, Pathanamthitta, Kollam, and Thiruvananthapuram districts in Kerala, India. Multiple Regression Equation formulated by multiple regression analysis revealed that each of the associate variables, Spiritual Intelligence and Cultural Intelligence is a significant predictor of Emotional Maturity of student teachers at the secondary level, and was found that Emotional Maturity can be predicted by using the formula Emotional Maturity = 90.355 + (1.684 × Spiritual Intelligence) + (0.039 × Cultural Intelligence)

BCE2022 Pre-Recorded Virtual Presentations

Nurturing Creativity & Innovation: New, Innovative & Radical Education

65085 | *Evaluating Collaborative Discovery with Children*
Lee Brewster, Lancaster University, United Kingdom
Violet Owen, Lancaster University, United Kingdom
Leon Cruickshank, Lancaster University, United Kingdom

"FUSE is a cross-disciplinary project that aims to open new horizons of discovery for primary school children and transform learning for children and teachers. FUSE builds on ImaginationLancaster's Box Project, which was conceived during the isolation of the Covid 19 pandemic. The Box Project provided two thousand children with carefully chosen materials and a series of explicit language prompts that encouraged them to explore and discover through playful activity. The objective of the box was to reignite imagination. The FUSE project now looks to embed the playful approach to discovery and new ways of thinking that the Box Project established, through engaging primary school children and their teachers in a series of collaborative design workshops. This paper will outline how an understanding of explicit design language distilled to a fundamental level supported children in a shift towards designerly thinking. We introduce 'Designing for Real' the fundamental language that leads us through a collaborative design process, which was developed as a result of the language used in the Box Project; and secondly, 'The Effects of Doing Co-Design' a framework assembled from the wide landscape of literature on co-design. We propose that by using the design principles and framework together, we will be able to evaluate whether new ways of thinking become incrementally embedded across the three FUSE workshops.

Professional Training, Development & Concerns in Education

64165 | *Teacher-Parent Issues Related to Adolescents During COVID-19*
Asnat Dor, Max Stern Academic College of Emek Yezreel, Israel
Inbar Gelt, Max Stern Academic College of Emek Yezreel, Israel

This study acknowledges the importance of effective communication between teachers and parents for the benefit of the children. It focuses on teachers' experience with parents of adolescents parents during the COVID-19 pandemic, exploring the main issues they had to address to maintain ongoing interaction and communication.
 The inevitable increase in the use of digital technologies, and the mandated social distancing were found to be correlated to an increase in adolescents' apathy and avoidance of active participation in classes. Disruption of routine, social distancing, and closures, confronted adolescents' self-perception and environment and affected their cognitive, health, and mental abilities, possibly linked to adolescents' clinical symptoms, among them anxiety, depression, self-harm, and substance abuse. Teachers themselves were undergoing new challenges that demanded they adjust their work and support to students and parents. Method: Participants were 18 teachers (15 women, 3 men) in junior-high schools and high schools mostly in north Israel. Semi-structured in-depth non-directive interviews were conducted to gather the participants' descriptions of their experiences regarding communication with adolescents' parents during the pandemic. Interviews were transcribed and analyzed, themes and categories defined.
 Findings (Research is still in process): Confusion, need to focus on oneself, stress due to multiple expectations and being unable to satisfy all parents were among the main themes identified. Conclusions: Teachers need more support to maintain collaboration with parents, especially in times of crisis.

64200 | *Fostering Academia-industry Collaboration: Insights on the Demola Portugal Initiative by IPV Teachers Acting as Trainees and Facilitators*
Fátima Susana Amante, School of Technology & Management/Polytechnic Institute of Viseu, Portugal
Rosina Fernandes, Higher School of Education/Polytechnic Institute of Viseu, Portugal

Academia-industry collaboration has been around for some time, through internships and joint projects, but, in recent years, there has been a shift in both the education and workforce settings to work closely together, coordinating initiatives across all sectors, in an attempt to mutually drive innovation, provide opportunities to go from concept to action, encourage entrepreneurship and leadership among youth, improve ICT use and other equally important hard and soft skills aiming to bridge the existing gap between the teaching-learning arena and the business world. Aware that Higher Education Institutions, the government and industry should be devoted to forging partnerships considered key to the development of research, leading to quality, more business, and, ultimately, the economic and social wellbeing of society, a Consortium of 13 Portuguese Polytechnic Institutions engaged in an innovative pedagogical training programme involving different stakeholders. In our study, we will focus on the needs, expectations, and experiences of the IPV teaching staff that participated in the "Learning based on co-creation processes" (POCH-04-5267-FSE-000818), a teacher training course, within the Demola Portugal Initiative, that started in 2021 and will finish after 6 editions, in 2023. Through the analysis of questionnaires and reports of participants in the first two editions (Jan-July 2021 & Sept 2021-Feb 2022), we intend to answer: i) which facilitation skills can be meaningfully used by the teachers participating in the (Demola) Pedagogical Innovation Training course at IPV; ii) which tools and platforms can enhance the students' learning, and collaboration among different team members, company representatives and teacher/facilitators?

BCE2022 Pre-Recorded Virtual Presentations

64975 | *Future Competencies for United Arab Emirates*
Mehrdad Mohasses, Amity University Dubai, United Arab Emirates
Balvinder Shukla, Amity University, India
Manoj Joshi, Amity University, India

Equipping the workforce with the appropriate competencies to harness the potential of disruptive technologies and leverage global trends is an immense task for any nation. The United Arab Emirates is an interesting case as the country has built its national strategy based on the Fourth Industrial Revolution that includes initiatives such as the world's first Blockchain city, using 3D-printed to build the entire office building, and establishing the first ministry of Artificial Intelligence in the world. The country has invested in its development of human capital. Education has been the main pillar of their strategy and the UAE has one of the highest literacy rates in the world where 17.1% of the national budget is allocated to education. While the country published various reports on future industries but the required competencies to support these industries have not been identified. The main objective of this paper is to identify the required competencies to complement future UAE digital transformation. The research methodology includes identifying future industries that have been published in five publications by different government agencies since 2019, comparing them with suggested industries of the future by international agencies including the World Economic Forum, the National Intelligence Council, and McKinsey Global Institute, categorizing the top future industries, and listing the required knowledge, skills, and competencies that were listed for these industries by the O*NET Online (U.S. Department of Labor). The outcome of this study could be used by the higher education sector in UAE in particular by 144 universities in

Teaching Experiences, Pedagogy, Practice & Praxis

65217 | *Can Blended Learning Replace Face-to-face Teaching in Machine-Knitting Courses?*
Kawai Lo, The Hong Kong Polytechnic University, Hong Kong
Chu-po Ho, The Hong Kong Polytechnic University, Hong Kong
Jinyun Zhou, The Hong Kong Polytechnic University, Hong Kong
Hiu-ting Tang, The Hong Kong Polytechnic University, Hong Kong
65588 | Zombie Transformable SafeHouse: Engaging in Contextual Sustainability
Junghwa Suh, Chaminade University of Honolulu, United States

Over the past two years, the COVID-19 pandemic has made unprecedented impacts on teaching and learning (T&L). In tertiary education, face-to-face classes were replaced by online teaching, while most of the hands-on classes and practicums were suspended. The transition was challenging yet it gave us a chance to rethink about the pedagogy and T&L direction in the future. The aim of this study is to compare the learning efficiency and students' learning experience of blended learning with face-to-face (f2f) teaching in the machine-knitting course. The blended learning course included online self-study modules and a training workshop to examine the learning outcomes. It was believed to maximise the learning effect yet reduce the total study hours. A pilot test was carried out on a group of knitwear design students who had taken f2f knitting classes before, so that they can compare the learning experience and efficiency between blended learning and f2f teaching. The students' learning outcomes were assessed by the knitting tasks in the workshops. Data and comments collected from questionnaires and interviews after the course were analysed. The results proved the effectiveness of combining self-learning with hands-on workshops, but at the same time it emphasised the important of hands-on training which was irreplaceable. This study could provide references for improvement on future course design and similar hands-on training courses in other institutes.

Notes

BAMC2022 Pre-Recorded Virtual Presentations

Advertising, Marketing, & Public Relations

63650 | *Social Media & Dialogic Engagement: An Exploration of the Facebook Pages of New Zealand's Elite Arts Organisations*
Angelique Nairn, Auckland University of Technology, New Zealand
Deepti Bhargava, Auckland University of Technology, New Zealand

Creating and maintaining mutually beneficial relationships between organisations and their publics is at the core of public relations practice. Social media networking sites, such as Facebook and Twitter, have created new opportunities to foster these relationships through mediated interactions. If organisations and publics both participate in these interactions with a dialogic orientation, they are likely to have an authentic engagement that creates mutual benefits. A dialogic orientation requires an inclination towards communicating on topics of shared interest and encouraging participation from others to name a few. However, research suggests that the dialogic potential of social media has not yet been reached by many organisations. Although publics favour content that encourages interaction and community-building, organisations continue to use social media as a cost-effective channel to promote their image. Arts organisations are known to conduct impression management to emphasise the experiential nature of their creative products. They use public relations messages to impart symbolic meanings that are attractive and informative, and which encourage publics to co-create by sharing their experiences. We applied thematic analysis to three months of Facebook posts and their accompanying comments of New Zealand's national ballet, opera, and orchestra to determine what was the nature of messages shared by the organisations, and what sorts of responses were engendered amongst the publics. We contend that the arts organisations' use of Facebook is not effectively building authentic relationships between the organisations and their stakeholders. Instead, the communication enforces power imbalances by being promotional and one-way attempts at impression management.

Aesthetics and Design

65082 | *Quickly Interactive Healing Installations Nurture Resilient Communities After the Covid-19 Pandemic*
Tanhao Gao, Tongji University, China
Lili Zheng, Universidad de Barcelona, Spain
Hongtao Zhou, Tongji University, China

The COVID-19 pandemic has caused unprecedented trauma in physical, mental, social, and cultural life worldwide. In addition to the visible economic losses, the psychological pressure burdened by citizens is also worthy of emphasis. Unlike physical discomfort, people will naturally carry out consultations and take medicine. However, the vast majority of the residents who suffer from psychologically traumatize often choose to endure it silently because of the inherent social prejudice pressure, which further leads to more fragile psychological defense lines, and finally forms a vicious circle. People with severe psychological stress inhabit every space in the city, so traditional psychological clinics or healing centers can no longer play an influential role. Therefore, from the perspective of environmental design and public space renewal, finding a series of design strategies that cover more city dimensions and contain emotional healing effects has significant value and social influence in the post-COVID-19 pandemic era. This paper shows a series of diagrams to illustrate the negative psychological impact of the pandemic, then analyzes the strengths and weaknesses of existing healing centers and parks. Furthermore, the paper shows how environmental designers from different nations combat social distancing and alienation. Based on various case studies, combined with practical bottlenecks and future potential, a series of design strategies are proposed to nurture resilient communities in the post-COVID-19 era. Finally, this paper demonstrates a quickly interactive installation to transfer a more comprehensive and visual approach that verifies the implementation ability of the design strategies.

65349 | *Resilient Design of Public Space in Older Communities of Shanghai*
Lili Zheng, Donghua University, China
Tanhao Gao, Tongji University, China
Geng Huang, Donghua University, China

Sustainable Cities and Communities has been identified as a future international urban development objective by the United Nations Centre for Sustainable Development (UNCSD). And as an integral component of urban development, community resilience is one of the most important indicators of a city's sustainable development level. Shanghai saw an outbreak and rapid spread of the COVID-19 pandemic in 2022, prompting the government to create a home quarantine regime with grid-based control. The abrupt adoption of the community isolation system revealed challenges with management models, service systems, and environmental maintenance, particularly in older communities. Public space is essential for sustaining the lives of residents, maintaining public health, and fostering social connections. In the face of episodic social events, public places play a crucial role in minimizing shocks, absorbing risks, and aiding restoration. This demonstrates the significance of public space in fostering resilient communities and optimizing community governance. In this paper, we examine the environmental measurements of community pandemic prevention and control, as well as the mental condition of residents, before proposing the method of constructing "symbiotic stations" by integrating the features of resilient communities. Under the concept of government-led and multi-governance, this study seeks to establish functional transitions for different usage scenarios to fulfill the needs of ordinary life improvement and emergency defense, thereby forming a highly self-organized, self-adaptive, and self-developing community. This paper chooses Shanghai Hongqiao Airport New Village as an experimental intervention location to demonstrate two survival strategies of the "symbiotic station" to test the design strategy's viability.

63780 | *Axiomatic Dimensional Analysis of Art in the Visual Culture of the Ibibio People of Nigeria*
Akaninyene Sampson, University of Uyo, Nigeria
Edem Peters, University of Port Harcourt, Nigeria

The research into visual culture, vis-à-vis art praxis and product, keeps on turning up as tangential to the history, context and practice of socio-cultural variables prevalent in specific cultural settings, despite the fundamentality of image flows and visual technologies in both the rural and urban domains of contemporary society. This study focused on this hiatus, first by presenting a detailed account of the central concepts and theoretical principles of visual culture in relation to their art in contemporary cultural milieu. It expressed some distinctive noticeable behavioural patterns of the Ibibio people in various forms, such as, indigenous fashion, pottery, native textile production, sculpture, painting and decoration, aboriginal drawings, music, and dance, among others. The study also articulated the creative abilities of the people which are manifested in their visual arts, folk songs and nsibidi writing – the original writing of the Ibibio people. The objectives of this study were to analyze the evolving trends of visual culture in both the rural and urban centres of the Ibibio society and to assess the dimensions of the art tradition relative to the extant visual cultural practice. The study benefited from thematic analysis as a method of interpreting patterns and meanings in the data obtained. It is expected that appropriately directed and controlled elements of the visual culture of the Ibibio people can contribute to critical introspective enquiry of the framework and substance of the visual culture of the Ibibio people to boost sustainable visual culture of the people in Nigeria.

Architecture and Urban Studies/Design

64461 | *Evaluation of Media Architecture in Urban Night Scene — A Qualitative Study of Avena Theater in Swansea*
Haoyi Ruan, University of Wales Trinity Saint David, United Kingdom

In June 2020, the Media Architecture Biennale Formal (MAB) was held in Amsterdam. Due to the influence of pandemic, most of the activities were held online. In the introduction of this session, it is proposed that the transformation of media architecture is gradually transformed from media facade and urban screen to urban experience, management and design.What kind of position does the media architecture in the urban night scene need to play as discourse, information bearing, emotional sustenance, image morality and architectural presentation? As a part of mass media, what kind of carrying task should media architecture undertake in healthy daily life? Under the guidance of phenomenological research methodology, this paper carries out questionnaire survey and related research among students majoring in Architectural Science (Bsc) in the School of architecture, computing and engineering of University of Wales Trinity Saint David.In Swansea, the city where the university is located, Avena theater opened in March 2022: "... More than 70000 LED light bulbs will be UK's biggest digital feature". As residents of western countries, the research participants do not have much experience about media architecture. At the same time, as architectural students, they can respond to the environmental experience around them more quickly. The purpose of this study is to explore the essence of the research object's initial experience of media architecture, and based on the essence of experience in this architectural phenomenon, to explore what strategies and rules a healthy urban night scene should follow in the construction process of media architectur.

65573 | *Temporary Appropriation Practices and Spontaneity in Public Spaces: The Case of Downtown Cairo Passageways*
Eman Shamekh, Arab Academy for Science, Technology and Maritime Transport (AASTMT), Egypt
Shaimaa Ashour, Arab Academy For Science, Technology and Maritime Transport (AASTMT), Egypt

In contrast to the orthodox comprehensive planning approaches, several contemporary studies on public spaces have focused on the notion of how people utilize space and how they appropriate and inhabit the city. Since the 1960s, many theorists have embraced this idea and developed unconventional concepts such as spontaneous public spaces. Hence, this paper aims to investigate the forms of temporary appropriation to shed light on the role of spontaneity in Downtown Cairo passageways. While several researchers studied Downtown passageways in terms of physical aspects, there is a lack of literature that tackles everyday spatial appropriation. Therefore, Al-Alfi and Al-Shereefen passageways were chosen for the investigation. Those passageways serve as a useful case study for examining the differences between the anticipated planned use of the space and the emergent practices that evoke spatial and socioeconomic disorder that add an unpredictable layer to urban life. The researchers have conducted multiple walk-by observations and behavioral mapping both during day and at night. The findings revealed two basic forms of temporal appropriation: economic and recreational. As a result, the research brought attention to how these temporal activities may represent the embrace of both individual and group spontaneity in passageways. Finally, in order to contribute to the development of an alternative discussion for future urban development projects that take into account the human-centered viewpoint, this paper attempted to reduce the gap between governmental strategic planning practices and the everyday use of Downtown passageways.

BAMC2022 Pre-Recorded Virtual Presentations

Cultural Studies

65566 | *Ambivalent Perceptions of Beauty and Fashion: A Qualitative Study of Chinese Female Students Studying in British Universities*
Guan Wang, University of Glasgow, United Kingdom

The research explores the experiences of Chinese female students studying in the UK with respect to fashion and beauty. We explore how exposure to social media from different countries and living in a new country shape their fashion choices and beauty regimes and reflect on how these factors influence the reshaping of their identities in cross-cultural settings. The relevant literature still focuses on the horizontal comparison of groups in different regions and countries. In the context of globalization, there is little relevant literature on how the same group with different cultural concepts can perform cross-cultural adaptation under different cultural backgrounds and social media usage patterns. This qualitative study recruits interviewees through sampling, collects data through semi-structured interviewing and conducts thematic analysis to form conclusions. This abstract concentrates on the discussion of "fashion shame". The "fashion shame" manifests the identity formation mechanism in China based on other people's evaluation of "me" in real life and on social media. This mechanism conflicts with this female group's idea of individualized identity construction. When the group entered the UK's relatively free and individualized cultural environment, their identities became more compatible with the local social environment. Although their social media usage habits did not change, their mentality changed positively. It means that the role of shifts in cross-cultural contexts in identity perception may be manifested earlier and more clearly than the role of social media.

Digital Humanities

64708 | *Transcultural Languages: 3D Reconstruction of the Wampo Canoe, and Its Interpretation Through Intelligent Technologies on Digital Fabrication*
Luis Garcia, Catholic University of Temuco, Chile
Ignacio Bugueno, University of Chile, Chile

The heritage rescue promoted since 2003 by Unesco in its convention for the safeguarding of the Intangible Cultural Heritage is the foundational basis of our research group, which focuses on the generation of new cultural expressions with the integration of state-of-the-art intelligent technologies. Our objective is to rescue, transcribe/translate and create new expressions based on cultural based raw material and elements. Housed as a project exercise of the Innovation and Territory Laboratory of the Design Department of the Catholic University of Temuco, this work proposes to explore new cultural/artistic experiences. For this purpose, we have identified and selected symbolic elements of the native peoples that inhabited the current Chilean territory, specifically the Mapuche nation, located in Araucanía region. In this case we do a photogrammetry process of one of this canoes and start to thinking about its re-construction with new methods of fabrication, and also propose new materials for the speculative propose. At the end of this work we can offer a several approximations of a new ways of reconstruction, not necessary based on functional approach, but also in a perspective of give some point of discussion about the new technologies and its ethic role.

Education / Pedagogy

65587 | *Profiling the "Internationality" of State Universities and Colleges in the National Capital Region of the Philippines*
Kimberley Migallos, De La Salle University Manila, Philippines
Nelson Tantoco, De La Salle University Manila, Philippines
Bryan Gallos, De La Salle University Manila, Philippines
Jose Cristina Parina, De La Salle University, Philippines

Globalization has been considered to be an integral aspect of how universities consider the profile of their graduates. Corollary to this, internationalization is considered to provide long-term stability through linkages and networking with premier schools in the country or abroad. The intent of this study is to determine the profile of internationalization or "internationality" of SUCs in local provinces as to be at par from the universities and colleges in Metro Manila. The profiling could be an aid to other universities and colleges to uphold the challenges of internationalization of education. This qualitative study used the "Indicators for Mapping and Profiling Internationalization" or IMPI in gathering information of the level of internationalization of the state universities. The research included in-person interviews and focus group discussions with the participants in order to have a more holistic picture of the internationalization practices in the respective universities. Results indicate that there seems to be more room for "internationality" among these state colleges and universities in the aspects of Multi-faceted promotion of International Affiliation and Internationalization of the University Curriculum. Future research can look further into the "process" of internationality of the state universities and colleges. This can in turn highly shed light on how these universities reach a high level of internationalization.

BAMC2022 Pre-Recorded Virtual Presentations

Linguistics, Language and Cultural Studies

64683 | *Stance-taking and Code-switching in #StopEnslavingSaudiWomen: (Multimodal) Critical Discourse Analysis of Campaigning Discourse on Twitter*
Bdreah Alswais, University of Southampton, United Kingdom

In all societies, different groups of people have ideologically drawn from a range of tools and strategies to define, impose, challenge and/or resist the cultural/socio-political norms that 'should' be respected and oriented to by entire (national/religious) populations. The Social power and dominance that are required to do so can be enacted, produced, resisted, normalised, confirmed and legitimised through language use in (a variety of) modes in socio-political context(s) (van Dijk 2015). However, little is known about (how) this negotiation of cultural norms and political positions can take place in online/social-media communication. By drawing on multimodal critical discourse analysis and theories of ideology, stance and translanguaging, the current study investigates different stances people are taking towards the guardianship system in Twitter socio-political campaigning hashtag. Adopting a themed-based approach, this study examines the tweets associated with the most frequent hashtags related to the guardianship system ('StopEnslavingSaudiWomen'). The tweets are analysed drawing on Fairclough's (2003) three-dimensional framework (textual, discursive, and sociocultural) supported by MAXQDA software in coding and categorising the data. In this talk, the initial results of the data will be presented. With these outcomes, I hope to contribute to a better understanding of how multilingual practices can vary across different contexts and carry social and cultural indexes that may evoke underlying ideologies and how they are interrelated and reconfigured in the noisy, multilingual, and multi-voiced context of social media where users can deploy a wide range of resources and engage with different audiences at the same time.

65310 | *A Multimodal Analysis of An NGO's Promotional Video*
Minqing Liu, Nanjing Longdu Primary School, China

Resolution: Possible is an NGO that makes efforts to remind people of the impact their actions and choices have on this planet and explore how to prevent this impact from being a negative one. In the analysis of this video in this study, I will investigate how the environmental discourse is represented and communicated with the systemic functional approaches to multimodal discourse analysis (MDA). Specifically, it will be attempted according to the three analytical points: 1) the ways the meaning represented; 2) the relationships suggested between the viewer and represented participants; 3) and how the participants are organized. They will be analyzed based on the three metafunctions applied across modes.

Media Studies
64886 | *Analyzing Memes Through the Lens of Theories of Humour*
Chitra Adkar, Jawaharlal Nehru University, India

Memes are a visual form of humour found widely on the social media, they are used as a medium to share and circulate the most facile of jokes as well as a means of contributing to the existing political discourse. This paper will attempt to unearth what lies beneath these simple images with some text on their top and bottom; what makes the form, content and style of a meme so unique that it has become an integral part of communication on social media. The three classic theories of humour viz superiority theory, incongruency theory and relief theory will be used to take on board this relatively new form of online humour. The aim is not to make a case for the better theory among the three, but to analyze why memes are found to be compatible with social media users and what ensures their perpetual circulation, what factors determine their reach, what are the reasons why certain memes go viral and some don't. For elucidating on this topic, the paper will make use of certain cases that would make the analysis more nuanced. Finally, the paper would aim to address if memes are different from older forms of humour from the pre-digital area, if so, what makes them different and if not, how do we see them as a recreation of pre-existing forms of humour.

Other Humanities
64685 | *Research on the Correlation Between Psychological Capital and Career Hope in the Hospitality Industry after COVID-19: Moderating Effect of Career Engagement*
Hsin-Yun Chang, Yu Da University of Science and Technology, Taiwan

This study aims to construct and verify the relationship model between psychological capital and career hope in the catering industry after the new crown epidemic, and further explores the moderating effect of career engagement on the relationship between psychological capital and career hope. In this study, "Catering Practitioners" was conducted through a structured questionnaire and a total of 289 valid questionnaires were collected. In this study, the K-group averaging method of cluster analysis was used to divide the samples into two sub-samples of high career engagement and low career engagement, and the multi-group solution method was used to verify the adjustment effect. The research results show that: 1. After the epidemic, the psychological capital of catering and tourism practitioners has no significant impact on the sense of career hope; 2.Career engagement in the catering industry is positive and significantly affects the sense of career hope; 3.Career engagement has a significant impact on the relationship between psychological capital and career hope. The relationship between career hope has no significant moderating effect. A closer look at the individual patterns of the two groups shows that in the low career engagement group, psychological capital has no significant effect on career hope, and in the high career engagement group, psychological capital has a significant effect on career hope . The results of this study suggest that after the epidemic, the hospitality industry can build employees' psychological capital and achieve a higher level of career hope by enhancing and rewarding employees' career engagement.

Performing Arts Practices: Theater, Dance, Music
64947 | *"Nandopananda" – Process of Performance Rehearsal for the Creation of Contemporary Performing Arts*
Mutjarin Ittiphong, Silpakorn University, Thailand
Pawaris Mina, Silpakorn University, Thailand
Nattaporn Sathitwarathorn, Silpakorn University, Thailand

Nanthopananthasuttra Kham Luang is Buddhist literature that Prince Thammathibet Chaiyachet Suriyawong wrote in 1736 B.E. from the Nanthopanathapakorn scripture that Phra Buddhasiri originally composed in Pali. It is considered one of the valuable pieces of literature of the Ayuthaya period that represents the poetic genius of Prince Thammathibet, the writer who had composed this piece of writing by blending multiple languages, including Thai, Pali, Sanskrit, and Khmer, into a descriptive Rai Boran or ancient verses. This 'Samud Thai' Book was listed as Thailand's documentary heritage on the Memory of the World Project by the United Nations Educational, Scientific and Cultural Organization (UNESCO) in 2015. Nanthopananthasuttra Kham Luang is an intangible cultural heritage that reflects a unique national identity and pride that has long been inherited from the ancient civilisation. Inspired by Nanthopananthasuttra Kham Luang, "Nandopananda" has been transformed into a contemporary performing art and lived on stage on February 11, 2022, at Songpol Theatre, Silpakorn University. The creative research methodology as practice as research (PaR), conducts innovative performing arts knowledge through practicing and sharing the performing arts knowledge systemically. It could build and define performing arts techniques from practice to communicate to the audience. The achievement that came from the creativity of this one-piece performing art had been obtained from the synthesis of knowledge using various acting techniques that were cultivated from the rehearsal process.

Visual Culture
65244 | *Aerial Waste: the Rhetoric and Politics of Drone Environmental Photography*
Wenxi Hu, The Chinese University of Hong Kong, China

The purpose of this paper is to examine aerial photography of bicycle waste and bicycle graveyards constructed during the bicycle sharing fever in Contemporary China in order to understand the complex environmental issues in China. The essay argues that the environmental aerial photography of No Place to Place (2018) is important because it embodies reflective visible ways of seeing waste, and in doing so, has the potential to challenge the progressive meaning of the sharing economy and rethink the pitfalls of contemporary environmental discourse in China. This paper engages with aerial photography criticism and ecological criticism using a material-discursive approach. The paper borrows the concept of drone gaze, featuring the material characteristics of the drone and the skills of the photographer to unveil three layers of the formulated power of drone environmental gaze: visibility power, mobility power, and aesthetic power. As a result of the combination of these three visual forces, aerial photographs create a powerful aesthetic: waste sublime. In the end, this essay reminds us that the mastery power embodied in drone photography still needs to be understood critically. As a result of using the top-down perspective, aerial photography implies a mastery of charm, and de-contextualized reading of aerial photographs may lead to the consumption of spectatorship. This study contributes to an understanding of how the politics of aerial view and the politics of ecological issues are interlinked in the Chinese context.

Notes

Reviewers

IAFOR depends on the assistance of a large number of international academics and practitioners who contribute in a variety of ways to our shared mission of promoting international exchange, facilitating intercultural awareness, encouraging interdisciplinary discussion and generating and sharing new knowledge. Our academic events would not be what they are without a commitment to ensuring that international norms of peer review are observed for our presentation abstracts. With thousands of abstracts submitted each year for presentation at our conferences, IAFOR relies on academics around the world to ensure a fair and timely peer review process in keeping with established international norms of double-blind peer review. We are grateful for the time, effort and expertise donated by all our contributors.

2022 Review Committee

Dr Supriya Banerjee, Amity University, Uzbekistan
Professor José Carneiro, University of Porto, Portugal
Dr Shravasti Chakravarty, XLRI Delhi-NCR, India
Professor Selina Gao, Murray State University, United States
Dr Leslie Haas, Xavier University of Louisiana, United States
Dr Eiman Mohamed Eltom Hagou Hagou, Islamic University of Minnesota, United States
Dr Giraldo De La Caridad León Rodríguez, ECOTEC University, Ecuador
Dr Hong Li, Emory University, United States
Professor Mario Pace, University of Malta, Malta
Dr Hongzhuan Song, Nazareth College of Rochester, United States

BCE2022 Senior Reviewers

Dr Ruwaida Abu Rass, Beit Berl Academic College, Israel
Dr Gökçen Seyra Çakır, Marmara University, Turkey
Dr Sakshi Chhabra, Cms Business School, India
Dr Jonathan Chiong, Jose Rizal University, Philippines
Professor María Del Carmen Evangelina Córdova Martínez, University National San Agustín, Peru
Dr Ilkay Demir, İstanbul University-Cerrahpaşa, Turkey
Dr Miranda Enesi, Polytechnic University of Tirana, Albania
Dr Jason Johnson, Emirates College for Advanced Education, United Arab Emirates
Professor Rowell Madula, De La Salle University, Philippines
Dr Pravina Manoharan, Universiti Sains Malaysia, Malaysia
Dr Sunny Nwakanma, Ignatius Ajuru University of Education, Port Harcourt, Nigeria
Dr Obianuju Okeke-Uzodike, Durban University of Technology, South Africa
Dr Edwehna Elinore Paderna, University of the Philippines, Philippines
Dr Joe Pagnoccolo, Holmesglen Institute, Australia
Dr Julie Quigley, Bradley University, United States
Dr Azhar Rahma, United Arab Emirates University, United Arab Emirates
Dr Leslie Rush, University of Hawaii West Oahu, United States
Dr Astha Saxena, Guru Gobind Singh Indraprastha University, India
Dr Galia Semo, Levinsky College of Education, Israel
Professor Xhevdet Thaqi, University of Gjilan, Spain
Dr Jonathan White, Dalarna University, Sweden
Dr Renu Yadav, Central University of Haryana, India

BCE2022 Reviewers

Dr Johara Alangca-Azis, Mindanao State University, Philippines
Dr Mogbel Alenizi, Northern Border University, Saudi Arabia
Professor Susana Amante, School of Technology And Management/Polytechnic Institute of Viseu, Portugal
Professor Jo Badenhorst, Central University of Technology, South Africa
Dr Stephanie Bain, Texas A&M University- Kingsville, United States
Dr Marius Boboc, Cleveland State University, United States
Dr Chengeto Chaderopa, International College of Management -Sydney, Australia
Dr Sigal Chen, Levinsky College of Education, Israel
Professor Rajendra Chetty, University of the Western Cape, South Africa
Dr Marlous De Milliano, American Institutes for Research, United States
Dr Alaster Douglas, University of Roehampton, United Kingdom
Professor Rosina Fernandes, Esev And Ci&Dei - Insituto Politécnico De Viseu, Portugal
Dr Leslie Haas, Xavier University of Louisiana, United States
Dr Hala Hadba, Qatar University, Qatar
Dr Jia Wen He, Hwa Chong Institution, Singapore
Dr Jingzi Huang, University of Northern Colorado, United States
Dr Usman Khalid, United Arab Emirates University, United Arab Emirates
Professor Kaushal Kishore, Central University of South Bihar, India
Dr Antonis Klidas, Deree-The American College of Greece, Greece
Dr Dipjyoti Konwar, University of Delhi, India
Dr Kawai Lo, The Hong Kong Polytechnic University, Hong Kong
Dr Celestin Mayombe, North-West University, South Africa
Professor Zohreh Mirhosseini, Islamic Azad Univerity-Tehran North Branch, Iran
Dr Luciane Mulazani Dos Santos, Santa Catarina State University, Brazil
Dr Toni Muñoz-Hunt, The University of Texas at Dallas, United States
Dr Samia Naqvi, Middle East College, Oman
Dr Beatrice Ngulube, Tshwane University of Technology, South Africa
Dr Eleni Nikolaou, University of Aegean, Greece
Dr Kostas Nizamis, University of Twente, Netherlands
Dr R.D. Nordgren, Southeast Missouri State University, United States
Dr Ismail Noriey, University of Human Development, United Kingdom
Dr Olukemi Ogunniran, Adeleke University, Ede, Osun State, Nigeria
Dr Hayon Park, George Mason University, United States
Professor Subethra Pather, University of The Western Cape, South Africa
Dr Zanita Glenda Plaga, West Visayas State University, Philippines
Dr Reginald Salonga, Nagoya City University, Japan
Dr David Michael San Juan, De La Salle University & National Research Council of The Philippines, Philippines
Professor Desiree Scholtz, Cape Peninsula University of Technology, South Africa
Dr Anette Schumacher, University of Luxembourg, Luxembourg
Dr Meril Ümarik, Tallinn University, Estonia
Dr Zuzana Vargová, Pavol Jozef Šafarik University in Košice, Slovakia
Professor Cristina Vilaplana-Prieto, University of Murcia, Spain
Dr Hui-Ju Wu, Cheng Shiu University, Taiwan

BAMC2022 Senior Reviewers

Dr Mohammad Al-Badarneh, Yarmouk University, Jordan
Professor Rebecca Lind, University of Illinois at Chicago, United States
Dr Eko Nursanty, University of 17 Agustus 1945 (Untag) Semarang, Indonesia

BAMC2022 Reviewers

Dr Hsin-Yun Chang, Yu Da University of Science and Technology, Taiwan
Dr Candace Fertile, Camosun College, Canada
Professor Harald Bentz Høgseth, Norwegian University of Science and Technology, Norway
Dr Giovanni Innella, Virgina Commonwealth University In Qatar, Qatar
Dr Archana Kumari, Central University of Jammu, India
Dr Angelique Nairn, Auckland University of Technology, New Zealand
Dr Emily Schafer, University of South Carolina - Union, United States

Kyoto, 2022

October 17–20, 2022

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

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

Tokyo, 2022

November 28 – December 02, 2022

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

Hawaii, 2023

January 05–08, 2023

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

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

Singapore, 2023

February 10–12, 2023

The Southeast Asian Conference on Education
(seace.iafor.org)

Tokyo, 2023

March 27–30, 2023

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

March 31 – April 3, 2023

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

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

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

May 26–29, 2023

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

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

May 26–29, 2023

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

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

Washington, D.C., 2023

**April 21–24, 2023**

The IAFOR Conference on Educational Research
& Innovation
(eri.iafor.org)

iafor

RESEARCH ARCHIVE

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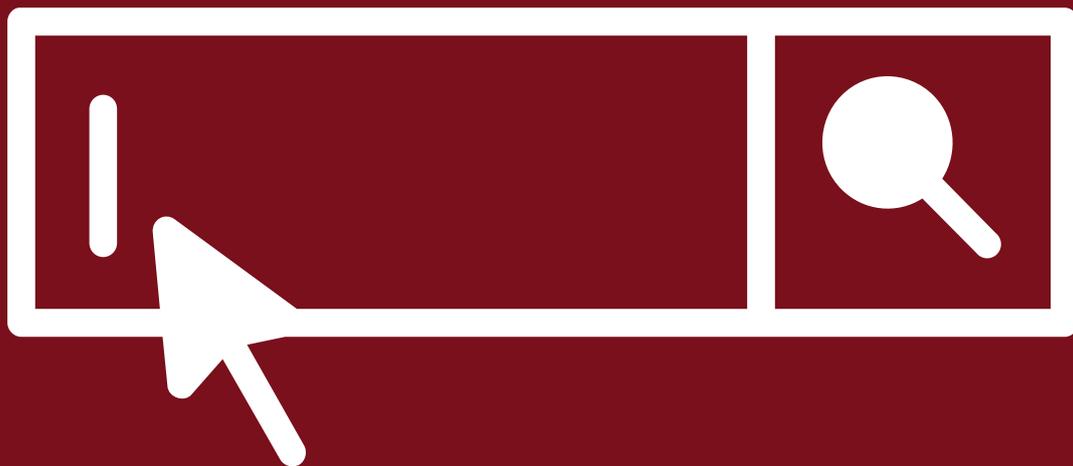
Visit the IAFOR Research Archive, where you can search and access the repository of research generated by IAFOR.

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

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/

iafor
OSIPP-IAFOR RESEARCH CENTRE OSAKA UNIVERSITY

THE IAFOR RESEARCH CENTRE
OSAKA SCHOOL OF INTERNATIONAL PUBLIC POLICY
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