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The Barcelona Conference on Education

The Barcelona Conference on Arts, Media & Culture

PROGRAMME & ABSTRACT BOOK

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Organised by The International Academic Forum (IAFOR) in partnership with the IAFOR Research Centre at Osaka University, Japan, the University of Barcelona, Spain, and IAFOR's Global University Partners



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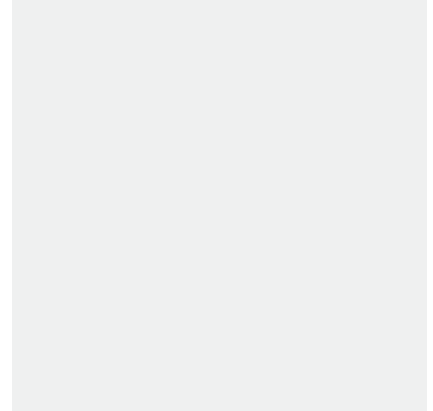
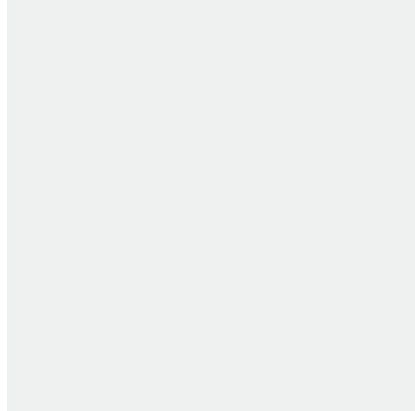
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Letter of Welcome



Dear Delegates,

In more normal times I would be writing this letter to welcome people to Barcelona, however these are very different times, and so I welcome you instead online to IAFOR's 2020 European Conference Series, from more than twenty different countries around the world.

While this conference is organised in the spirit of hope and with the possibilities of technology, it is also organised in a context of global uncertainty in the wake of the coronavirus, an unprecedented global crisis of enormous proportions. Many of the things that we have come to take for granted over the past

decades, such as cheap, easy and reliable travel between countries, has become questioned as different nations have responded to the global health crisis in different ways, each impacting local societies, economies, communities, and many individual lives.

Perhaps the most important thing that this crisis will have taught us is that the freedoms that we hold so close, such as those of expression and movement in a globalised world, bring to the fore questions of transparency and governance on an international level. This serves to remind us that questions of human security and public policy, as they relate to such issues as health, climate change, pollution, and individual rights and responsibilities, do not happen in sovereign vacuums, but instead impact other nation-states. If one country is not as transparent as it otherwise might be, then the repercussions are not only domestic, but frequently felt across borders. In a globalised world, our problems are increasingly global, and require concerted cooperative measures between countries in order to seek solutions.

Let us use this time together to meaningfully engage, to combat complacency, and ensure that these conferences, even in trying circumstances, are the best that they can be.

I look forward to meeting you all online. Please enjoy the conferences!

Take care and stay safe!

Dr Joseph Haldane

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

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

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

Member, Expert Network, World Economic Forum

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Conference Guide

Conference at a Glance

Conference Proceedings

IAFOR Membership

Professor Stuart D. B. Picken (1942–2016)

IAFOR Publications



September 17 | All times are Central European Summer Time (UTC+2) Thursday at a Glance

- 09:00-09:15** **Announcements, Recognition of IAFOR Scholarship Winners and Welcome Address**
Joseph Haldane, IAFOR, Japan
- 09:15-10:00** **Keynote Presentation**
Parenting Education Within Contexts of Vulnerability and Child Protection: Positive Parenting, Resilience and Vulnerability
Nuria Fuentes-Peláez, University of Barcelona, Spain
- 10:00-10:10** Break
- 10:10-10:50** **Keynote Presentation**
Utopia Depends on a U-turn: Intertextuality, New Writing and Educating for Diversity
John Ryan, Freelance Writer, Australia
- 10:50-11:00** Break
- 11:00-12:00** **Panel Discussion**
In Conversation with Gloria Montero
Gloria Montero Novelist, Playwright & Poet, Spain
Isabel Alonso-Brito, University of Barcelona, Spain
- 12:00-12:20** Break
- 12:20-14:00** **Live-Stream Parallel Session I: Higher Education and Adult Learning**
- 14:00-14:20** Break
- 14:20-15:35** **Live-Stream Parallel Session II: Teacher Education**



September 18 | All times are Central European Summer Time (UTC+2) Friday at a Glance

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Knock Knock... Who's There?
Gloria Montero, Novelist, Playwright & Poet, Spain
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- 10:05-11:45** **Panel Presentation**
Embracing Difference: The Work of Art
Stephen Copland, Artist, Australia
Emilienne Malfatto, Documentary Photographer
Herman Bashiron Mendolicchio, University of Barcelona, Spain
Moderator: Martin Renes, University of Barcelona, Spain
- 11:45-12:00** **IAFOR Documentary Photography Award**
- 12:00-12:10 Break
- 12:10-13:50** **Live-Stream Parallel Session I: Education & the Arts Symposium**
- 13:50-14:00 Break
- 14:00-16:05** **Live-Stream Parallel Session II: Cultural Studies**



September 19 | All times are Central European Summer Time (UTC+2) Saturday at a Glance

- | | |
|--------------------|---|
| 09:00-09:05 | Welcome from the Organising Committee
Martin Renes, University of Barcelona, Spain |
| 09:05-09:50 | Keynote Presentation
<i>The Relevance of the Humanities and Arts in Uncertain Times</i>
Baden Offord, Curtin University, Australia |
| 09:50-10:00 | Break |
| 10:00-11:15 | Parallel Session I: Education & the Arts |
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| 11:25-13:05 | Parallel Session II: Inclusion and Exclusion |
| 13:05-13:15 | Break |
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| 14:55-15:05 | Break |
| 15:05-15:50 | Keynote Presentation
<i>Dislocation/Invitation</i>
Donald Hall, University of Rochester, United States |
| 15:50-16:00 | Conference Closing Address
Joseph Haldane, IAFOR, Japan |



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 20, 2020, through the online system. The proceedings will be published on November 23, 2020.



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



The Reverend Professor Stuart D. B. Picken (1942–2016)

The late Reverend Professor Stuart D. B. Picken began his distinguished career in academia as a Rotary Scholar on a research trip to Japan. A native of Scotland who had dedicated himself to religious studies, he immediately became fascinated by Japanese culture and the practice of Shinto. He was particularly drawn to the parallels and differences he saw in Western pedagogy compared to that of the East and began a lifelong mission to bridge the communication and knowledge gap between the two worlds.

Picken was appointed Professor of Philosophy at the International Christian University (ICU) in 1972. Here he turned his Western theological and philosophical training to comparative religious and cultural studies of Japan, at a time when the country was emerging from the shadows of the Second World War.

His groundbreaking and controversial work on suicide in Japan made his name within the country, but it was his subsequent work on Shinto that influenced the rehabilitation of the religion at a time when it was dismissed in the West as pagan and primitive, or unjustly caricatured for its wartime associations.

Whether in his research or teaching, Picken devoted much of his life to increasing understanding between his adopted country of Japan and the West, and in 2007 he was recognised with the Order of the Sacred Treasure, an imperial decoration for his pioneering research and outstanding contribution to the promotion of friendship and mutual understanding between Japan and the United Kingdom. He also served as the International Adviser to the High Priest of the Tsubaki Grand Shrine, one of Japan's largest and oldest shrines.

From 2009 he was the founding Chairman of The International Academic Forum (IAFOR), where he was highly active in helping nurture and mentor a new generation of academics, and facilitating better intercultural and international awareness and understanding.

Stuart D. B. Picken was a cherished friend and an inspiration to IAFOR and its community of supporters. In honour of Professor Picken and his dedication to academia, the ideals of intercultural understanding and the principles of interdisciplinary study, IAFOR has created the Stuart D. B. Picken Grant and Scholarship, an award supported by the Stuart D. B. Picken Memorial Fund. Awards are made to PhD students and early career academics who are in need of funding to complete their research, and whose work demonstrates excellence in the core values of academic rigour, intercultural sensitivity and interdisciplinarity.

Introduction

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

Conference Proceedings

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

IAFOR Journals

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

How are papers submitted?

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

How does IAFOR ensure academic integrity?

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

Where are the journals indexed?

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

What's the reach?

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

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

What's the cost?

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

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

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

Current IAFOR Journal titles include

IAFOR Journal of Arts & Humanities

IAFOR Journal of Cultural Studies

IAFOR Journal of Education

IAFOR Journal of Literature & Librarianship

IAFOR Journal of Media, Communication & Film

IAFOR Journal of Psychology & the Behavioral Sciences

THINK

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

For more information on *THINK* please visit www.think.iafor.org

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

Submit your research to the IAFOR Journal of Education

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

Editor: Dr Yvonne Masters

ISSN: 2187-0594

Contact: publications@iafor.org

Aims & Scope

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

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

IAFOR Commitment

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

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Thursday, September 17

Plenary Session

Keynote Presentation: Nuria Fuentes-Peláez

Parenting Education Within Contexts of Vulnerability and Child Protection: Positive Parenting, Resilience and Vulnerability

Thursday, September 17 | 09:15-10:00 | Central European Summer Time (UTC+2)

The purpose of this presentation is to reflect on parenting education in the context of child welfare and child protection from the perspective of two promising approaches, resilience and positive parenting. The family is the first context of socialisation for children and strengthening this is a priority if we are to avoid situations of social exclusion. Parenting programmes help to empower parents as well as strengthening their parenting skills, thereby contributing to the construction of a form of parenting that is unique to their family but that is under the umbrella of children's rights and child welfare. The development of positive parenting, together with the development of resilience, become protective or mitigating factors in situations of adversity, such as poverty or in prevention of abuse. The experiments carried out by the research group GRISIJ (Grupo de investigación en intervenciones socioeducativas en la infancia y la juventud – Research group for social-educational interventions in childhood and adolescence) on the development and evaluation of parenting education within the framework of child protection and in situations of vulnerability, provide a good starting point for this reflection. In light of evaluations of the educational programmes implemented, the participation in international projects, such as the GIFT Project (Growing in Family Today), and of society, which is becoming more and more diverse, we see the need to introduce a third point of reflection: diversity and how it is addressed in parenting programmes within the framework mentioned above. Looking at the role of diversity in the context of educational programmes based on positive parenting and resilience may provide a platform to exchange perspectives to address a topic that is found within other areas of education.



Nuria Fuentes-Peláez

Dr Nuria Fuentes-Peláez is a Professor at the Faculty of Education at the University of Barcelona. Currently, she is teaching and researching in the Department of Research Methods and Diagnosis in Education. Her teaching is mainly in the degree of Social Education and in the Master on social and educative interventions where she is the Coordinator of the Master's Thesis. She is the head of the research group GRISIJ (Research group for social-educational interventions in childhood and adolescence). She is a member of various scientific associations and international networks (AIFREE, AIDIPE, APFEL, Foster Care Research Network). Her research is related to child protection,

children's welfare systems and family education, especially with regard to foster care and adoption, and mainly using action research orientation. Her research interest has led her to address different issues such as kinship and non-kinship foster care, birth-family interventions, child participation, resilience and socio-educational training and support programs (design, implementation and evaluation). She has led and participated in several research projects and notably three projects in which she is currently involved: "Keys for the articulation of socio-educational group programs in the foster care and family reunification processes", funded by the Ministry of Science, Innovation and Universities of Spain, "The perspective of foster carers and fostered children to face the challenges of foster care" funded by the The Catalan Government and supported by the La Caixa Foundation, and "Growing in Family Today" funded by the European Union. Publications include contributions to various educational and support programs (addressed to foster care and adoptive families, as well as families in vulnerable situations, biological families), book chapters and scientific articles.

Keynote Presentation (pre-recorded): John Ryan

Utopia Depends on a U-turn: Intertextuality, New Writing and Educating for Diversity

Thursday, September 17 | 10:10-10:50 | Central European Summer Time (UTC+2)

This paper explores the question: when we bring literature to life through acts of reading, are we merely imagining that connections exist between the two domains: life and reading? Existentialists have ascribed human life to be a swirling state of incoherence, a mash-up of fragments, random and raw, scratchings on stone and occasional flashes of fire in the deadwind of existence. There are writers, artists and filmmakers who have made this ontological emptiness their subject. Some have made retellings of these stories their subject: Lucino Visconti's film of Camus' *The Stranger* and (more recently) Kamel Daoud's *The Meursault Investigation* come to mind. Others have organised the raw material of everyday life into narratives to generate sense and meaning in the service of their work. They have made a literary 'place', rich with meaning take shape out of the utterly messy resource of lived experience. Perhaps it is this lack of purity in the relationship between life and literature that has prompted N. K. Jemisin to refer to 'mere tolerance' and 'that grudging pittance of respect that is diversity' in her recent collection of stories, *How Long 'Til Black Future Month?* In Jemisin's short story *The Ones Who Stay and Fight* (her response to Ursula LeGuin's *The Ones Who Walk Away from Omelas*), the citizens of Um-Helat 'are not naïve believers in good intentions as the solution to all ills.' Words, written words, are not enough. To fight is to create a society that consciously faces, 'without flinching' as author Toni Morrison puts it, its own poisons; its tribalism, sexism, homophobia, religious intolerance, greed, cruelty, anger and the excuse that any of these is natural.



John Ryan

John Ryan is an independent scholar and educator. From 2011-2019 he was Head Teacher English in New South Wales Secondary Education and currently works for Western Australia Distance Education. He has published widely in the fields of cultural studies, social justice and education, and in 2018 he was a visiting fellow at the Centre for Australian and Transnational Studies, University of Barcelona. John's interdisciplinary research focuses on connecting critical and creative pedagogy and cultural theory to matters of marginalization, inclusion and diversity.

Panel Discussion: Gloria Montero & Isabel Alonso-Breto In Conversation with Gloria Montero

Thursday, September 17 | 11:00-12:00 | Central European Summer Time (UTC+2)

Sessions titled "Writers in Conversation" belong to a long established format both in journalism, broadcasting and academia. The time allowed for the conversation allows both the writer in question and the interviewer to range over a wide selection of topics thus creating a good profile of both personalities. In this session Isabel Alonso will be talking to writer Gloria Montero. Gloria Montero has a long trajectory as a writer of fiction, drama and poetry along with essays. Her most famous work is, of course, the play *Frida K*. Isabel Alonso has long been active in creative writing studies and is also a writer herself. Both have known each other for a long time and so we will be able to sit in on a wide ranging and fascinating conversation between the two. Prepare your arm-chairs!



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.



Isabel Alonso-Breto

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

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



Thursday, September 17

Parallel Sessions

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

12:20-14:00 | Central European Summer Time (UTC+2)

Thursday Live Stream Session 1

Higher Education and Adult Learning

Session Chair: Isabel Alonso

58705 12:20-12:45

Evaluation of 2.5D Models in the Teaching of Sectional Anatomy of the Brain in Leicester Medical School

Anton Wong, University of Leicester, United Kingdom
Tieng Toh, University of Leicester, United Kingdom
Steve Jacques, University of Leicester, United Kingdom
Terese Bird, University of Leicester, United Kingdom

Introduction: 3-dimensional (3D) printing is a relatively new concept that has been introduced into medical education. The aim of this study is to investigate and review the use of novel 2.5D models designed for anatomy teaching. We introduced the term 2.5D to describe a 3D model created from a 2-dimensional image outline that can be subsequently made from transparent or opaque material. Methodology: Two-millimetre-thick transverse-section brain slices were printed using PLA filament and transparent acrylic. The study was divided into two sessions. At the first session, the students were randomly divided into two groups. Both groups were taught the same material, Group A using an iPad and Group B using the 2.5D models. The second session was carried out later where students were given a quiz. All participants were given a questionnaire to input their comments. The data was analysed using SPSS. Results: Nineteen student participants were recruited. Quiz outcomes were not statistically different between both groups (Median 50%, range 10-100%, Mann Whitney $p > 0.05$). Questionnaire data demonstrated students favoured the 2.5D method in learning neuroanatomy as compared to controls ($p = 0.025$). Qualitative feedback was complimentary for the use of 2.5D anatomical teaching. Conclusion: Students particularly enjoyed the 2.5D models for their learning experiences and requested further use of the models. We accept that the sample size was small; however, due to the overall positive feedback, we have introduced the use of 2.5D models for the neuroanatomy module of our medical curriculum.

58752 12:45-13:10

Stories Within Stories: An Intersectional Understanding of International Female Doctoral Students' Narratives

Sabrina Syed, University of Newcastle, Australia

Many Australian universities engage in significant efforts to recruit international students (Adams, Leventhal, & Connelly, 2012, but comparatively hire less in strategies to ensure their academic and social adjustment (Pekerti, Fons, Moeller, & Okimoto, 2020). In seeking strategies for enhanced student experience, Australian University Quality Agencies offers supports across universities in planning models for identifying student needs and creating mechanisms that focus the quality student experience, engagement and language outcomes (Burdett & Crossman, 2012). Like many international students, international PhD students meet situations where they have to deal with a range of language problems, cultural differences and personal matters while learning a new academic culture in a new country (Young et al., 2019). Negative academic experiences can adversely affect their retention and achievement (Burdett & Crossman, 2012). Brown and Watson (2010) suggest that gender also has implications on students' performance during a PhD journey because PhD studies demand dedicated time which leads female students to experience layers of complexities and stress to balancing home and academic life. Women feel torn between their family and student roles. My research is exploring international female doctoral students' academic and social experiences and provide an intersectional understanding of the experiences from their standpoint. I inquired participants' narratives within a web of relationships with other people, with places and with the institutions. The research findings highlight the complexity and diversity of international female doctoral students' experiences, revealing their expectations and reality, which will allow educators, policymakers and future students to better prepare for the future.

58767 13:10-13:35

The Teacher as a Source of Student Inspiration: A Qualitative Inquiry in Students of a Peruvian University

David Mayorga, Universidad del Pacífico, Peru
Martín Hernani-Merino, Universidad del Pacífico, Peru
Mariana Yompian, Universidad del Pacífico, Peru
Sebastián Mur, Universidad del Pacífico, Peru

Teachers are a key source of inspiration for their students. While the education literature has placed emphasis on student inspiration as an important motivational construct that drives different student outcomes, a heterogeneity in conceptualizations of the construct has made its study difficult. Moreover, studies on student inspiration are very scarce in Latin American contexts. This paper sought to understand, through a qualitative approach, how students of a Peruvian private university get inspired by their teachers, as well as student inspiration's characteristics when inspired by their teachers. 10 student interviews about experiences of inspiration by teachers were analyzed via thematic analysis. Results revealed 11 themes regarding the aspects of teachers that are considered inspiring by students. Regarding student inspiration's characteristics, three core characteristics were analyzed: evocation, transcendence and motivation. Thematic analyses of each characteristic revealed 1 theme for evocation, 3 themes for transcendence and 9 themes for motivation. The individual inspiration experiences of each student were analyzed as well, and the three core characteristics of inspiration were found in the majority of the cases. By identifying the diverse aspects that students consider inspiring in teachers, these findings help towards an understanding of how students in this particular context get inspired by these. Furthermore, the study of each of the core characteristics of inspiration allows for a deeper understanding of how this construct positively impacts student's learning experiences in higher education.

12:20-14:00 | Central European Summer Time (UTC+2)

Thursday Live Stream Session 1

Higher Education and Adult Learning

Session Chair: Isabel Alonso

58761 13:35-14:00

Training to Keep Pace With Technological Change: Participation and Returns of Workers in Routine-intensive Jobs

Birgit Zeyer-Gliozzo, Ruhr-University Bochum, Germany

The automation of routine work tasks due to technological change creates pressure on workers whose jobs largely consist of such activities. Further training can help to adapt skills and thus enable tasks to be changed towards less automatable and more non-automatable tasks. To date, there are only few studies on the effect of training on job tasks and none that focus on those workers most at risk of automation. Moreover, an important form of learning, namely informal training, has not been taken into account so far. With reference to human capital theory and the task-based approach, this study analyses the participation in formal, non-formal and informal training of employees in routine-intensive jobs and the effects on changes in work tasks. Based on longitudinal data from the German National Education Panel Study, logistic and fixed effects regressions are applied to estimate the determinants and returns to training. It is shown that employees who had a routine-intensive job in 2011 are significantly less likely to participate in non-formal and informal training both in the next year and in the following four years, even under control of individual, job and firm specific characteristics. At the same time, non-formal training and, to a certain extent, informal training helps to reduce the intensity of routine tasks, while formal training play a rather minor role. The impact of training on analytical, interactive and manual tasks varies according to the type of training, but is not significant in many cases.

14:20-15:35 | Central European Summer Time (UTC+2)

Thursday Live Stream Session 2

Teacher Education

Session Chair: Isabel Alonso

58823 14:20-14:45

Factor Analysis of the Uneasy Feeling of Teachers to Programming Education

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

Shigekazu Nagaki, LINE corporation, Japan

Nao Fukushima, LINE Mirai Foundation, Japan

Programming education was introduced in elementary school from April 1, 2020 in Japan. In order to practice programming education in elementary schools, it is necessary to establish an environment in which teachers can practice education. This study conducted an analysis to clarify the relationship between the psychology aspects to programming education and the state of preparation for educational practice, using 618 elementary school teachers as subjects. The results of the analysis showed that 73.3% of the elementary school teachers who were the subjects of this survey felt anxiety about the practice of programming education. Furthermore, looking at the anxiety by age, younger teachers with less experience in teaching tended to have uneasy. Regarding the selection of teaching materials and services, it was found that about 70% of the teachers did not select these. Regarding the selection of teaching materials and services, the results showed that about 70% of the teachers did not select these. Furthermore, in the decision situation of the curriculum and the teaching method, it was found that more than 60% of the teachers did not decide these. Based on these results, it can be said that it is extremely important to support the decision of concrete lesson content in programming education.

58789 14:45-15:10

Developing a Conceptual Framework for an Initial Teacher Education Programme – Steps and Stumbles

Breda McTaggart, Institute of Technology Sligo, Ireland

Paul Ferry, Institute of Technology Sligo, Ireland

Building a conceptual framework, whether it be part of a research programme requirements or part of programme development requirements, causes much anxiety and confusion. Questions amongst peers include what does it mean, what is been asked from me, and how do I do it? Models on the process of developing a conceptual framework exist within the research field, but these vary, and this would indicate the nebulous and vagueness in the concept of a conceptual framework. They also lack practical examples of how the person(s) who undertake this work could or should go about it. This paper will explore the idea and process of developing a conceptual framework within a case organisation, outlining the teams own journey in developing a conceptual framework for an Initial Teacher Education programme for post-primary teaching. The paper will outline steps and stumbles on this journey that may offer guidance and be of use to others. However, what must not be lost in all of this is the opportunity that a conceptual framework can provide for any study, programme and idea, putting a frame where it does not exist, exploring concepts difficult to grasp and helping to guide and make logical a goal that sometimes, while, wonderful in our dreams needs some structure and guidance to become a reality.

58715 15:10-15:35

An Innovative Learner-centric Framework for Sustainability of Traditional Private Higher Education Institutions Post the Covid Pandemic

Krishnendu Sarkar, NSHM Knowledge Campus, India

Post the Covid pandemic the increasing quality and affordability of digital education is not at all great news for traditional brick-and-mortar private higher education. To reposition the pull of such institutions, the research attempts to develop an innovative prototype called 'BLUECHIP' that would systematize a whole-institutional backed choice-based learning at the researcher's host institution. By default, it would empower teachers to decisively use a mix of 'BLUE' instructional approaches comprising Blended (physical-digital), Liberal (flexible and borderless), Ubiquitous (anywhere-anytime) and Experiential (project/problem-centric) for the attainment of higher learning and assessment outcomes. And by design, its CHIP (Creative, Holistic, Insightful, Personalised) based pedagogical applications would consistently add value to teaching-learning practice and praxis. Under in-house grant support of INR 1 million, it would actuate cohesion and coupling of various departments to ensure an annual institutional performance index of at least 1 on the set target-attainments under institution's sustainability parameters like financials, talent development, and transfer indicators, which would serve as a multiplying factor to the appraised increments of an employee, both teaching and non-teaching. The methodology had involved data-analysis based on the feedback involving more than 3000 stakeholders under relevant sets of variables to impact learner-centricity along with the collective joy of learning. Subsequently, 60 potential change-makers were nominated by the institution to serve as master trainers of BLUECHIP for onward training and teaming of 400 employees to effectively engage a population of 6000 learners in 60 programs with 1000 authored BLUECHIP modules by the end of 2020-21 academic year.



Friday, September 18

Plenary Session

Keynote Presentation: Gloria Montero

Knock Knock... Who's There?

Friday, September 18 | 09:10-09:55 | Central European Summer Time (UTC+2)

From the dizzying heights of what Malcolm Gladwell calls the magic moment when an element crosses a threshold and takes hold causing everything to change, the message is clear. Just last year, in an international IAFOR conference in Tokyo considering how we might reclaim the future we assumed the answer to the apocryphal "Knock, Knock, Who's There?" to be someone warning us we had only a short time left to make the necessary changes to combat global warming, Artificial Intelligence, biological change, gender problems or whatever other catastrophe to our way of living. Now, a year later, having witnessed a continent in flames, thousands of animal species destroyed and seen gender and racist messages brought to a head, we have been stopped in our tracks by a virulent pandemic. As governments decreed the confinement and lockdown deemed necessary to confront the lethal virus, each one of us has been forced to question the most private aspects of ourselves and our fears. Epidemiologists proffer contrasting theories of how the virus will evolve, conspiracy advocates paint dire pictures that offer no solution and entire countries attempt to balance the immediate problems of public health and the economy. Statistics enumerate the schools closed, companies forced out of business, theatres, cinemas, museums closed tight, millions out of work. To keep safe we're told to keep our distance, wear masks, protect ourselves from each other. We feel abandoned. We wonder where the future has gone. Although some scientists continue to insist there's still a chance to make a change, the apocryphal voice answering our knock has now made it clear. We've run out of time, even to celebrate and embrace the differences that have inevitably made our collectives richer and more diverse. We must now recognise ourselves and each other for what we are – human creatures made up of energy, much more similar than different despite skin colours, ethnicity or even gender... interdependent with the flora and fauna of the planet and even, cosmophysicists assure us, with the elements of our universe. The universal consciousness implied is hardly new but was already known by Greco-Roman philosophers. Accepting this proven interrelation makes it easier to understand how every action – in the way we deal with each other, in our work, in what we write and teach, as consumers and citizens – has an impact on our world. Enough of us consciously making an ethical impact might well be our only hope for a conceivable future we are able to live with. But TIME'S UP... If we are going to make a change, we must do it now.



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-inter viewer 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.

Panel Presentation: Stephen Copland, Emilienne Malfatto, Herman Bashiron Mendolicchio, Martin Renes (Moderator)

Embracing Difference: The Work of Art

Friday, September 18 | 10:05-11:45 | Central European Summer Time (UTC+2)

This plenary round table brings together three Western professionals from related yet different backgrounds: art history and theory; visual and media art; and documentary and art photography respectively. This multidisciplinary arts plenary was proposed upon Emilienne Malfatto's reception of the IAFOR Documentary Photography Award for her 2019 photo-journalistic project on Iraqi children, which comments on the discursive regimes of gender, race, class, and religion that inform the contact between East and West, the old Imperial Metropole and its margins, the European Self and non-European Other. These were eloquently addressed in Edward Said's postcolonial writings on the academic practice and material effects of Orientalism, which offered a deconstructive, post-structuralist critique of Western identity and allowed for its reconstruction in terms of cultural diversity. Now, four decades after the publication of his foundational study, we are once again confronted with an essentialist, exclusionary Fortress Europe that closes its borders to the Other, and we wonder as to why, how to turn the tide, and how to "embrace difference" in the spirit of the conference theme. What role can art play in this debate? Does an image always speak louder than words? Is art's mediation of meaning always for the better? By the hands of three experts in art, cultural exchange, identity, migration, globalization, the Mediterranean and the Near-East, this round table aims to tackle these questions so as to find productive interfaces that place "the work of art" in a wider political, sociological, geographical and cultural perspective.



Stephen Copland

Stephen Copland studied at the National Art School, Sydney (1969-1972), in 1988 he was awarded a Graduate Diploma in Education (University of Technology Sydney) and a Masters of Fine Art, University of New South Wales (1995). In 2013 he completed a Doctorate of Creative Arts from Wollongong University. His Migration Series 1992-2002, a project of international exhibitions earned him a Commendation Award from the Consulate General of Lebanon (1999). He is the recipient of a Migration Heritage Grant, an International Programs Grant – NSW Ministry for the Arts, a Vermont Studio Center Grant and was awarded in 2011 the

Moya Dyring Studio, Cite Internationale des Arts, Paris AGNSW. He is the founder of the Migration as Art Museum, an archive of visual ethnography developed over two decades that explores forms of identity, place and migration. Copland has developed innovative programs of migration and heritage education with an emphasis on the study of works of art that engages with interdisciplinary, philosophical and ethical discourse. In 2016 Copland was invited to present a paper about the museum at ICOM 24th General Conference/Museums and Cultural Landscapes/Milano, Italy. The artist was selected for the Juror's Choice at Art Venice Biennale 1V San Marco Salizada Malipiero Venice, and Liquid Rooms—The Labyrinth Palazzo Ca' Zanardi, Venice. 2017. More recently Copland 2018 presented a paper at EASA Biennial Conference "Nationalism Old and New: Europe, Australia and their Others". He also exhibited in the exhibition "Otherings" Curated by Fiona Fell and Jaume de Cordoba, University of Barcelona. Following this the artist conducted a 3-day workshop in conjunction

with his Migration as Art Museum at the Albertina Academy of Fine Arts, Turin Italy. The Academy of Turin is one of the oldest in Italy. In recent years the Albertina Academy has been transformed and renewed, promoting countless didactic and cultural activities. There was a 2019 invitation to attend the Diaspora in Action conference and exhibit artworks from his *Migration Series* (1992-2002) at the Diaspora Museum, Batroun (<http://www.al-mohajer.com/social.php?id=29&lng=en>). His video work was selected for exhibition at the 2nd Biennale of Contemporary Art, Museum of Modern and Contemporary Art. Alita/Byblos, Lebanon. In 2019 Copland accepted an invitation to attend the Diaspora in Action conference and exhibit artworks from his *The Migration Series* (1992-2002) at the amazing Diaspora Museum, Batroun. Recently his video work "Drifting through Data" was selected for exhibition at the 2nd Biennale of Contemporary Art, Museum of Modern and Contemporary Art. Alita/Byblos, Lebanon. His *Migration Series* 1992-2002, a project of international exhibitions earned him a Commendation Award from the Consulate General of Lebanon (1999).



Emilienne Malfatto

Emilienne Malfatto is an independent documentary photographer. She focuses on post-conflict and social issues, especially in Iraq, developing long-term projects that allow her to have depth and closeness with her subjects.

She studied in France and Colombia and graduated from Sciences Po Paris. She then joined Agence France Presse (AFP) and worked in France and in the Middle East. In early 2015 she moved to northern Iraq as a freelancer. She now works mostly in Iraq, with occasional reporting in Latin America and elsewhere.

Emilienne's work has been exhibited internationally and featured by *The Washington Post*, *The New York Times*' Lens blog, UNESCO, MSF and *Le Monde*, among others.

Emilienne is the Grand Prize Winner of the 2019 IAFOR Documentary Photography Award.



Herman Bashiron Mendolicchio

Herman Bashiron Mendolicchio is a researcher, writer, editor and curator working across different disciplines, territories and cultures. He holds an International PhD in "Art History, Theory and Criticism" from the University of Barcelona. He is currently teaching in different Universities and academic programmes: he is coordinator of the Postgraduate course on International Cultural Cooperation at the University of Barcelona and faculty member and core advisor at Transart Institute (NY-Berlin-Liverpool). His current lines of investigation involve the subjects of intercultural processes, participation, collaboration, travelling,

globalization and mobility in contemporary arts and cultural policies, art in public space and the cultural cooperation between different world regions. As an art critic, editor and independent curator he collaborates with international organisations and institutions and writes extensively for several international magazines. He co-authored publications such as "Art in Context. Learning from the field", "Art and Mobility", "Walking Art / Walking Aesthetics", among others, and curated projects and exhibitions like "Utopian Tomorrow", "The Artist and the Stone", "Minus Ego", "Cyclic Journey" and several solo shows with international artists. He collaborated as Editorial contributor at Culture360 – Asia-Europe Foundation (ASEF); was Managing Editor at ELSE – Transart Institute, and is co-founder of the Platform for Contemporary Art and Thought, InterAr tive.



Martin Renes (Moderator)

Dr Cornelis Martin Renes graduated from the University of Barcelona with a BA in 2001, an MA in 2006 and PhD in 2010. He joined the English and German Philology staff in 2001. His main teaching areas have been English poetry from the Renaissance to contemporary times, and postcolonial studies with a special emphasis on the Asia-Pacific area and Australia in particular. He wrote his thesis on indigenous Australian literature and identity formation. He co-directs the Australian Studies Centre at the university, which was recognised as an official University of Barcelona Centre in 2000. Since the 2000s his main area of research has been indigenous Australian literature, and more recently he has become a member of a research project, POCRIF, which looks at postcolonial crime fiction and is funded by the Spanish Ministry of Education. He currently holds the positions of Adjunct Lecturer, Co-Director of the Australian Studies Centre at the University of Barcelona, and Member of the EASA (European Association for Studies of Australia) Board. He maintains steady contact with Australian academia through visiting fellowships.



Friday, September 18

Parallel Sessions

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

12:10-13:50 | Central European Summer Time (UTC+2)

Friday Live Stream Session 1

Symposium Session

Session Chair: Cláudia Lima

Wisdom Transfer: Towards the Scientific Inscription of Individual Legacies in Contexts of Retirement From Art & Design

The project Wisdom Transfer: towards the scientific inscription of individual legacies in contexts of retirement from art and design higher education and research arises from the evidence that there is insufficient inscription and use of individual knowledge and experience of retired art and design professors and researchers from Portugal, and aims at bridging knowledge and experience between these generations and current art and design students. This project started on July 2018. In this symposium 4 presentations on different phases of the project will be held: the first focuses on the framework and objectives of the project, data collection and analysis; the second presentation describes pedagogical practices and experiences largely driven by Master Carlos Ramos, a central figure with a determining role in the orientation of fine arts courses in Porto that contributed to differentiate the School of Fine Arts of Porto from other similar ones at a time of socio-political repression and censorship; the last two presentations describe 2 workshops – one of illustration and one of typography – held in 2 universities with art and design courses aiming to promote the transfer of trans-generational knowledge and experience dynamics.

58208 12:10-12:35

Wisdom Transfer: Towards the Scientific Inscription of Individual Legacies in Contexts of Retirement From Art and Design

Susana Barrêto, University of Porto, Portugal

Heitor Alvelos, University of Porto, Portugal

Eliana Penedos-Santiago, University of Porto, Portugal

Cláudia Raquel Lima, Universidade Lusófona, Portugal

This paper argues that there is a lack of inscription and use of individual knowledge and experience of ageing and retired art and design academics and researchers in the context of Porto's Faculty of the Arts, Portugal. It hypothesises that the legitimisation of practice-led wisdom in art and design research will greatly contribute to the scope and depth of the discipline, as well as inform its role as a multi-disciplinary interface. Considering that art and design research have only recently been validated as scientific disciplines, one may argue that the available scientific heritage precedes the formalisation of these disciplines - and consequently resides in the hands of an older generation of researchers that have led a first moment of transition of creative activity from practice to academia. The present proposal therefore aims at establishing the groundwork for a paradigm shift in the acknowledgment, communication and activation of relevant contributions to knowledge, culture and the social fabric that art and design academics may provide in their own name: forms of wisdom that have not necessarily reverted or translated to scientific knowledge in their careers, that may thus find further contexts of resonance and applicability. We propose to do so by involving a wealth of ageing and retired academics in art and design, on a voluntary basis using a methodology of ethnographic interviews, visual analysis, observation and document analysis. The expected outcomes range from a web platform of wisdom transfer, curricular insertion to a best practice communication templates for continued societal contribution.

58156 12:35-13:00

A Pedagogical Revolution Before the Revolution: The Legacy of Architect Carlos Ramos

Eliana Penedos-Santiago, ID+ / University of Porto, Portugal

Susana Barrêto, ID+/University of Porto, Portugal

Heitor Alvelos, ID+ / University of Porto, Portugal

Nuno Martins, IPCA / ID+, Portugal

Cláudia Lima, University of Porto, Portugal

This paper aims to contextualise the educational legacy of Architect Carlos Ramos among the rise of an avant-garde among mid-Twentieth Century Portugal, a time of socio-political repression and censorship. We aim to recover and inscribe methodologies and pedagogical practices developed under this period and corresponding circumstances. The conducted research acknowledges a need to consolidate the understanding of the circumstances surrounding a particular school model in the 1960s, confirming Master Carlos Ramos as a central figure for an innovative template to have emerged at the time of political unrest that preceded the Revolution of April 1974. The underlying research project aims to contribute to a paradigm shift in the inscription, communication and activation of empirical contributions to knowledge developed by artists and designers graduating from the School of Fine Arts of Porto during the 1960s and 1970. A set of ethnographic interviews have been conducted with artists and teachers from this time span, articulating testimonies, direct and indirect observation, and existing documentation. In the process, a second layer of intent has become clearer: that of recovering and recording the historical circumstances that led to the creation of the "School of Porto" and corresponding pedagogical dynamics, methodologies and practices.

58017 13:00-13:25

The Visual Storytelling as a Way to Create Knowledge and Empathy Between Generations in Academic Institutions

Rui Vitorino Santos, University of Porto, Portugal

How can academic institutions value and promote the knowledge of retired professors and researchers in the field of Design and Art? The answer to this question induces a plurality of possibilities that share a common conclusion - Institutions could and should do more. This paper focuses on a pedagogical experience that explored the approach of a new generations of students to a group of retired professors and researchers from the Faculty of Fine Arts of the University of Porto, through the construction of illustrated editorial artifacts. We started working from an archive made by interviews, visual and sound documents that collect the pedagogical, scientific, artistic and biographical knowledge and legacy of each professor or researcher. It was from these materials that each student worked, first bringing together elements that enabled the construction of the universe and particularities of each interviewee and, finally, producing narratives that offer a critical vision of a retired generation. We used the visual storytelling, for its ability to combine different signs in the representation of the real and symbolic and for its creative and communicational potential. The final publications proved that the knowledge of the retired generation is dynamic and useful for the new generations. Its legacy is fundamental for the understanding of the future of academic institutions and must be worked, visible and celebrated.

12:10-13:50 | Central European Summer Time (UTC+2)

Friday Live Stream Session 1

Symposium Session

Session Chair: Cláudia Lima

57767 13:25-13:50

Typographic Essays as a Contribution to Transgenerational Wisdom Transfer in Art and Design

Cláudia Lima, ID+ / FBAUP / University Lusófona do Porto, Portugal

Heitor Alvelos, University of Porto, Portugal

Susana Barreto, University of Porto, Portugal

Eliana Penedos-Santiago, ID+ / FBA UP, University of Porto, Portugal

Nuno Martins, IPCA / ID+ / FBAUP, Portugal

This paper describes pedagogical practices aimed at transgenerational transfer of knowledge between retired artists and academics, and current design students. This study was carried out in the framework of a research project that aims at the inscription and use of individual knowledge and experience of Portuguese artists and professors graduated at the School of Fine Arts of Porto (ESBAP) during the 1960s and 1970s. At an early stage, pedagogical best practices of this school were identified through ethnographic interviews with thirty one artists former students at ESBAP. Based on the results, a workshop of typography was conducted with ten design students with different profiles and backgrounds. The pedagogical best practices identified were implemented and typography was used as a catalyst and producer of transgenerational knowledge transfer. Participants were asked to create typographical essays with typography operating as a translator of oral messages, as a means of emphasizing content and as a means of expressing the interviewees personalities. This workshop proved to be an asset for the knowledge of the local artistic heritage (students were unaware of these artists), translating the results into diverse typographic posters influenced either by the interview contents, artists artworks or the students profile differences.

14:00-16:05 | Central European Summer Time (UTC+2)

Friday Live Stream Session 2

Cultural Studies

Session Chair: Sue Ballyn

58506 14:00-14:25

Vernacular Photography in Record Covers of Indie Music

José Carneiro, University of Porto, Portugal

This presentation focuses in the analysis of record covers of pop music, specifically the relationship between indie and vernacular photography. Val William's article *Lost Worlds: Vernacular Photography. Innocence Regained? Or Just Another Kind of Fiction?* (2005) highlights the relevance of this phenomenon, mentioning that it grew in a way that the dazzle caused by the nostalgia that permeates these images overlapped the real interest of the represented subject. I will present and discuss examples in which appropriation of found photographs – images without authorship – are defining a certain genre of imagery in record covers of this specific sound field. According to Geoffrey Batchen (2002), vernacular photography belongs to a photographic circuit distant from the histories of photography and it is also true that indie music belongs in a peripheral zone of Pop Music. The correspondence between these two realms had an increase since the 1980s due to the growth of the personal computer and the DIY culture. They are identifiable in cult bands like J Church's, namely the album *Whorehouse: Songs and Stories*, (1996) or *Beirut in Gulag Orchestra* (2006). About the first one the designer John Hates said: 'I have no idea who the photographer credit would be' (it was from an old book on old photographs of dead people), as for the cover of *Beirut* we can read: for that particular cover photo was found in a library in Leipzig torn out of a book and after: 'If anybody knows the photographer, please get in touch'.

58782 14:25-14:50

Influences of Covid-19 on the Digitization of Global Cosplay Communities

Edmund Hoff, Tokyo Denki University, Japan

Currently with the Covid-19 pandemic people are experiencing differing realities depending on the country in which they reside. With constantly changing levels of severity, populations have been trying to cope with the uncertainty in their own ways. Cosplayers have similarly turned to online avenues in expressing themselves under stressful circumstances. In recent years with the prevalence of reclusive or 'hikikomori' living patterns in Japan, the concept of 'taku-cos' (cosplay at home) has become increasingly common. Facilitated by broadband internet and digital cameras, youth who live in rural communities or practitioners sharing WIP (work in progress) costume constructions have been provided tools to express themselves beyond the traditional event based interaction from which the hobby itself was established. This changed dramatically in 2020 with the societal lock-down experienced around the world as a result of the spread of Covid-19. With the inability to physically gather at event locations, what was once one of many tools available to cosplayers became a necessary platform for expression. There has been an explosion of online content created by practitioners from around the world as a result. From relatively private cosplay focused online platforms to Twitter hashtags and TikTok compilation videos, youth have passed their time transforming methods of defining the self. This presentation will explore the flexibility of youth culture and the wholehearted embrace of the digital format and further stepping beyond the vestiges of traditional analog culture.

58776 14:50-15:15

Brown Girl Instagram Sphericules

Maya Reus Yazdanbakhsh, SOAS University of London, United Kingdom

In this article, I examine 'brown girl' Instagram pages in an attempt to understand how women who identify as brown, either living in diaspora or not, create and occupy online transnational spaces. Although the global internet sphere remains dominated by white men from the global north, the placelessness of Instagram facilitates transnationality and cuts through national borders. Many diasporic groups or people of colour have utilized the space as a medium to connect across borders and create kaleidoscopic identities. 'Brown girl' pages are specifically decoupled from national, ethnic, or religious connotations and bring together women from North Africa, South-West Asia and South Asia that deal with similar exclusions, stereotypizations and exotifications. Through content analysis of the Instagram pages and by drawing on critical race theory, diaspora studies, and media studies, I advance to a concept of 'brown girl sphericules'. These sphericules consist of a collection of Instagram pages and the like that facilitate debates on intersectional feminism, transnational solidarity, and cultural identity. This moreover becomes a place to connect and share stories of what being 'the other' can mean, either in a diasporic context, or in a global sphere that is generally tilted towards white, male sensibilities.

14:00-16:05 | Central European Summer Time (UTC+2)

Friday Live Stream Session 2

Cultural Studies

Session Chair: Sue Ballyn

58736 15:15-15:40

Charlie King, Chinese Music, and Media Representation in a New Zealand Gold Mining Setting

Henry Johnson, University of Otago, New Zealand

Charlie King (Li Kee Hing), as he was known, spent most of his life in the southern New Zealand gold-mining settlement of Waikaia. Arriving there in the mid 1870s, he was one of many Chinese miners in New Zealand, and he worked closely with other miners from his village in China who had also travelled to New Zealand. Unlike many Chinese who eventually returned to China, Charlie King remained in New Zealand. Parts of his life story are remembered at the Switzers Museum in Waikaia, and he is particularly remembered for performing Chinese music as entertainment for locals. While some objects of material culture from the gold-mining era are displayed in the museum, Charlie King is also celebrated as a personality through image and text. These media representations display a historical narrative about his life, and feature a photograph of him playing a Chinese musical instrument. This paper explores Charlie King and Chinese music as it is represented through media – both representation through historical newspaper reports and through the media imagery found in the Switzers Museum display. Drawing on literature from the fields of migration studies, museology, musical biography, and cultural representation, this new research examines not only the sounds of the past through social history and media texts, but also ideas of difference, which in the case of this particular Chinese miner were negotiated in the colonial New Zealand setting through cultural identity and sound.

58448 15:40-16:05

The Shifting Gender Norms in Contemporary China: A Case Study of Gay Fan Arts of the Film Ne Zha

Xiaofei Yang, RMIT University, Australia

Zhuying Li, RMIT University, Australia

The animation film *Ne Zha* was a hit in the summer of 2019 in Chinese cyberspace. The film generated a lot of discussion and user-generated content from online fans. This is due largely to the film's nuanced depiction of the relationship between its protagonist Ne Zha and his friend/enemy, Ao Bing. The homosocial/homoerotic undertone in their interactions had provoked the production and distribution of various forms of gay-themed fan art (drawings, remixed short videos, photo-shopped pictures, etc.) regarding the two characters across the internet. This phenomenon is all the more thought-provoking when situated in China's particular cultural environment, where depictions of non-heterosexualities or behaviors online are officially prohibited, inviting thorough scholarly scrutiny. Taking a post-modernist feminist perspective, this study examines fan-produced drawings and pictures of the film *Ne Zha* on Douban.com, one of the top rating websites in China. By interpreting selected fan works through semiotics, the study aims to explore representations of the two characters in these works, the extent to which they comply with and/or diverge from China's existing gender norms, and their role in negotiating with China's shifting and contesting cyberspace and gender ideology at large.



Saturday, September 19

Plenary Session

Keynote Presentation: Baden Offord

The Relevance of the Humanities and Arts in Uncertain Times

Saturday, September 19 | 09:05-09:50 | Central European Summer Time (UTC+2)

The humanities, arts and cultural studies have the potential to make us literate. They enable the human mind to contextualise and discover language(s) to connect lived experience with the wider social, cultural, scientific, economic, psychological and political worlds. In fact, the humanities and arts are more than enabling; they enrich and are essential to all our relations. But in these troubled times of pervasive and dominant pathologies of scientific, corporate, capitalist, militaristic and technocratic rationality, the humanities are being defunded, rejected and marginalized. Nothing could be more perilous at this pivotal time in the world. Global warming, the Covid-19 pandemic, a China–United States cold war, Black Lives Matter, a Great Depression 2020, displaced and dispossessed people, and rising suicide rates are just some of the immediate realities that can only be unflinchingly and qualitatively understood, questioned and critiqued through the humanities, arts and cultural studies. In my presentation, I will argue that it is through studying the humanities that there exists the opportunity and imperative to self-examine, to become equipped to understand and investigate the challenging moral and ethical issues of our times. The humanities provide the creative, ludic and critical intellectual space to engage with the complexities of being. They offer windows into other ways of knowing and ways of being; they provide the tools for cultural encounters with difference; and they shake up realities to make them apposite. I will argue that such things are learned through the energies and efforts of philosophy, history, literature, religion, art, music, media, cultural studies and language – and we ignore them at our own peril. Now, as we witness the eruption of the Black Lives Matter movement reverberating and resonating around the planet, we can observe the power of how lived experience, in this case derived from the historical and contemporary effects of colonialism, slavery and the subjugation of people based on race, upends the status quo and calls into question the very conditions in which we live, and to what extent we are complicit through our privilege and/or ignorance. Such questions are only possible through critical thinking, dissent and protest, seen in the ground and vitality of the humanities, arts and cultural studies. Nothing could be more relevant in uncertain and troubled times.



Baden Offord

Baden Offord holds the Dr Haruhisa Handa Chair of Human Rights, is a Research Professor in Cultural Studies and Human Rights, and is Director of the Centre for Human Rights Education at Curtin University. An internationally recognized specialist in human rights, sexuality, culture and education, he works across Australian, Cultural and Asian Studies. His work includes the co-authored book *Inside Australian Culture: Legacies of Enlightenment Values* (Anthem, London: 2015); *Towards Inanition: Diminishing the Humanities, Communications and Arts at Our Peril* (2020) and "Beyond our Nuclear Engagement: love,

nuclear pain and the whole damn thing." *Angelaki: Journal of the Theoretical Humanities* 22 (3): 17-25. (2017). He is an Adjunct Professor at Southern Cross University, and has previously been a Visiting Professor at the University of Barcelona and also Chair (Visiting Professor) in Australian Studies in the Centre for Pacific and American Studies at the University of Tokyo.

Keynote Presentation: Donald Hall Dislocation/Invitation

Saturday, September 19 | 15:05-15:50 | Central European Summer Time (UTC+2)

IAFOR's special theme in 2020 is "Embracing Difference", which builds on two previous years' themes: examinations of fear for what the future might hold (2018), followed a year later by explorations of our ability to shape alternate futures (2019). The continuing timeliness of both topics has been fuelled not only by global political trends, but also (and in ways that largely account for those trends) the fact that individuals today are being confronted incessantly with forms and intensities of "difference" as never before in human history. Unless we are wholly off the grid of media and extra-communal encounter (as we might find with self-isolating religious communities), we are confronted daily with lifestyles, belief systems, languages, and ways of being that are radically different from our own. Whether face-to-face or mediated, these continuing micro-shocks of encounters with epistemological difference can be terrifying, exhilarating, disorienting, or even erotically stimulating (if not several of those at once). Much hinges on how we decide to process such encounters, a choice for which, I argue, we bear responsibility. To the extent that we can actively choose to frame such "dislocations" as desirable "invitations" – to question the rightness of our own stances, the security of our own "truths," and the limitations of our own knowledge – we can welcome encounters with difference as necessary for learning and growth. Too often, of course, they are processed much more narrowly as violent threats to insular selfhood, to national and cultural primacy, and to religious absolutes. We as teachers, scholars and public intellectuals have a role to play in reframing a public debate on the fundamental value of "difference". Beyond our common and often tepid proclamation of respect for "diversity", it is imperative that we promote and defend the inherently generative effect of the "unsettledness" that terrifies so many of our fellow citizens. Invitations to rethink our "selves", our beliefs, and our values should be celebrated as inherently educational opportunities, rather than feared as apocalyptic threats to coherence or community.



Donald E. Hall

Donald E. Hall is Dean of the Faculty of Arts, Sciences, and Engineering at the University of Rochester, USA. Prior to moving to Rochester, he was Dean of Arts and Sciences at Lehigh University, USA. Dean 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.

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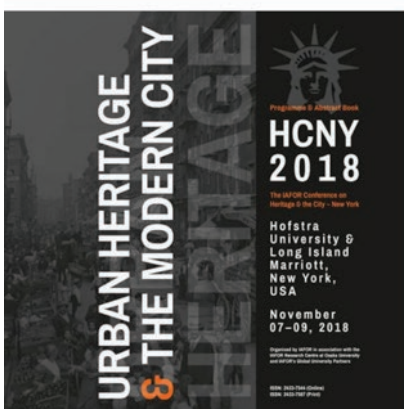
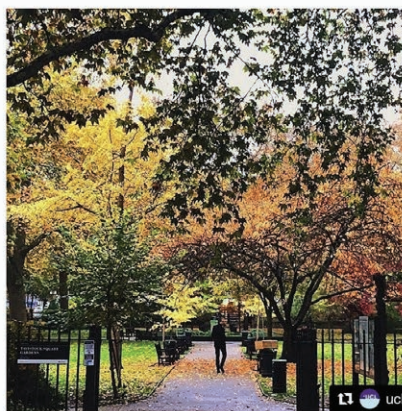
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Saturday, September 19

Parallel Sessions

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

10:00-11:15 | Central European Summer Time (UTC+2)

Saturday Live Stream Session 1

Education & the Arts

Session Chair: Isabel Alonso

58286 10:00-10:25

Museum as Meditative Environment

Elena Polyudova, Defense Language Institute, United States

The article considers a special term "meditative space" regarding modern museums' environment. The term is considered in the context of modern venues in Museum Education that are concentrated on interactive communication with visitors. In accordance with a brief description of the modern museum philosophy, the author emphasizes the importance of keeping some elements of traditional expositions. Such a traditional way of demonstration allows to provide the established style of communication between museum's visitors and works of art. Creating clusters of meditative space in modern museums meets a visitor's need for independent perception of artifacts. These clusters have to be planned by curators who need to be aware of the necessity of such silent activities in museum's environment. To confirm the premise, the author provides examples from the aesthetic experience perception as well as views of modern researchers. The article provides examples of the meditative spaces organized in modern museums the specific aim to give visitors a possibility to enjoy their inner reflection during a museum visit.

58713 10:25-10:50

Memory Set in Stone? The Importance of Physical Memorials to Dr. King in the Digital Age

Larissa Hugentobler, University of Zurich, Switzerland

Christopher Columbus crashing down from his marble pedestal and protesters marching with banners reading "Black Lives Matter." The first half of 2020 has shown that the discourse about American identity has started to zone in on the exclusion of traditionally marginalized groups. Members of the biggest marginalized group in the US – African Americans – have contributed greatly to the overall success of the nation while hardly receiving any acknowledgement in its public memory. In this digital age, some scholars argue that a replacement of physical memorials through more democratic online could be productive (cf. other cultural institutions). Currently, however, memorials still exist and I therefore wanted to know what role they play. In the nation's capitol, only two memorials to a minority group member exist along the National Mall: both commemorate Dr. Martin Luther King Junior. To find out why people still travel there and what they do on site, I conducted a case study at the two sites. I interviewed 57 visitors on site and ten again after their visit. I furthermore conducted an observation as well as an autoethnography on site, including an urban photography, and interviewed two tour guides. This combination of methods helps me paint a complex picture of visitor engagement with the memorial (through online and offline devices) and their opinions regarding the importance of the sites. The results show that while the observable behavior on site reflects traditional tourism behavior, the visitors indeed utilize and value the sites as markers of public memory.

58763 10:50-11:15

Moral Techeducation: The Role of Imagination to Humanize Technological Societies

Fabrizia Abbate, University of Molise, Italy

The age of advanced technologies (industry 4.0, robots, sophisticated machines able to replace human workers) has already arrived. We cannot stop to debate on the ethical demands for a human sustainability of this technological progress, and for sure we must ask ourselves if education is already providing tools to manage this epochal transition. Education seems having been too contents-oriented over the last fifty years. Contents is what really matters and what we must achieve: form is considered a sort of plus, related to people's freedom. This slow and inexorable passage to contents centered institutional education, has had a visible consequence: the aesthetical question of the form has turned into the main requisite of a culture based only on consuming. So the argument is still relevant: will education be able to give an aesthetic perception of the self and of the world around? When we talk of aesthetic awareness we mean that particular consciousness linked to imagination. This proposal aims to use contemporary philosophical issues on aesthetic (theories by Herbert Marcuse, Arnold Gehlen, Peter Sloterdijk) to affirm the role of imagination as a necessary framework for any technological education.

11:25-13:05 | Central European Summer Time (UTC+2)

Saturday Live Stream Session 2

Inclusion and Exclusion

Session Chair: Martin Renes

58673 11:25-11:50

Students' Behaviours – Silent Conflicts at High Schools in Ho Chi Minh City, Vietnam

Thi My Diem Nguyen, University of Social Sciences and Humanities, Vietnam

In recent years, foreign investment has immigrated into Vietnam, particularly big cities like Ho Chi Minh city; which has drawn to the challenging changes to the national educational system. These changes focus on both students' in-class and outside-class knowledge. This study explores the impact of foreign and traditional cultural values on students and teachers' in-high school communications in Ho Chi Minh city, Vietnam. My study provides some recommendations for teachers and educators to teach their students the appropriate communicative cultural values in the changing social and cultural contexts. I conducted this study by surveying 1.200 high school students and interviewing 60 teachers from 12 high schools in Ho Chi Minh City. The survey highlighted that psychological crises and the lack of communicative and problem-solving competence impacted students' success in communication. The survey shed light on the impact of media, such as newspapers, TV, and internet on students' communicative performance. The interviews addressed teachers' perceptions on the work pressure, such as overloading teaching content, making it hard for them to provide with their students a perfect education including knowledge and personality. A big gap between what they have been teaching their students in classes and what students may see in their real-life contexts influences on students' awareness of behavioural culture. Imported cultural values via the communicative channels results in teachers' concerns in their students' awareness. An integrated teaching between schools and family may contribute to a better outcome in students' understanding culture and society.

58336 11:50-12:15

Impact of Bullying on Academic Performance: A Case Study for the Madrid Region

Luis Pires, University Rey Juan Carlos, Spain

Mauro Mediavilla, University of Valencia & Barcelona Institut of Economics, Spain

Gisela Rusteholz, University of Valencia, Spain

Bullying is a problem that affects children and teenagers around the world and whose consequences can endure in adult life. Its prevalence is, in part, a product of the lack of information and the paucity of studies that analyze its effective consequences for the individuals involved. The main objective of this research is to study the incidence of bullying on the academic performance of students in educational centers in Madrid Region. The databases used are those of a Competency Test carried out on all 3rd, 6th and 10th grade students in Madrid during the years 2017, 2018 and 2019. These external assessment tests evaluate Spanish language, English language, Mathematics, Science and History. Along with these tests, the students, their families, their teachers and the school director pass complete questionnaires. The analysis of these questionnaires, together with the results of the evaluations, allow an in-depth study of the characteristics of the students, the teachers and the school, as well as their attitude towards the appearance of bullying among the students. To analyze all these data, we carry out a multilevel methodological approach to identify the quantitative association of bullying with academic performance. The results indicate that bullying has a negative impact on all the competences evaluated. The results also relate the appearance of bullying to other specific characteristics of the students, their family environment, and the attitude of the teachers and the directors of the educational centers.

57734 12:15-12:40

Encouraging Inclusiveness Through Education: Peer Feedback in the International Classroom

Ingrid Van Rompay- Bartels, HAN University of Applied Sciences (UAS), Netherlands

Jannemieke Geessink, HAN university of Applied Sciences, Netherlands

Literature shows that peer feedback has been demonstrated to be a powerful instrument in higher education. It is, therefore, being deployed increasingly in the international classroom of International School of Business (ISB) in The Netherlands, which has a student population of about 65 different nationalities. Despite its potential, peer feedback as instrument has hardly been researched in combination with the international classroom and the development of intercultural competences. This study focuses on classroom situations in which action research is adopted as methodology. Results indicate that most international students never were exposed to peer feedback in teamwork before joining ISB. Moreover, analysis shows that there is a clear difference in the way students give and perceive peer feedback due to their cultural background. Evidence shows the impact of peer feedback, particularly on students from high context cultures, who struggle with direct feedback given by students from low context cultures. The results highlight that the content of the peer feedback instrument is mainly based on western values, in the sense that it does not do justice to the differences in cultural values, particularly to the students of non-European countries. Using peer feedback as a tool in an international classroom requires a more inclusive practice and a proper training and guidance of students, related to cultural values, differences and understanding. Using peer feedback with a consciousness of, and a willingness to learn from, different cultures will help students not only to become curious professionals but also to develop their intercultural competences.

57481 12:40-13:05

Diversity Statements & The Learning Context

Linda McDaniel, Frontier Nursing University, United States

Victoria L. Baker, Frontier Nursing University, United States

Background: Diversity statements litter the academic landscape. Does anyone even notice them? Research says students do notice diversity statements and that they can affect test scores, varying by race, gender, and statement content. Theory says that the statements in the syllabus can help "establish an environment that support diversity", or not. Our university committee on diversity and the curriculum wondered if a diversity statement in each course would increase student comfort in course discussions, garner comments on the quality of course materials, and increase use of our multicultural center. Methods: We deployed the statement in a pilot study of 4 courses. Student surveys provided qualitative and quantitative responses to its presence in the courses. Results: Response rate for the first term was 24% of students (n=133) across the 4 courses with a total of 553 online students. 92% felt the statement "helped created a classroom that felt safe and conducive to learning". 84% felt it "increased my sense of a safe learning environment". 13% used the school multicultural center, 17% used the diversity guide, and 18% used the diversity glossary although none were required by any course. Comments written in were overwhelmingly positive. (By the time of the conference we will have results from 3 terms of surveys.) Conclusion: The statement was positively received by the large majority of those who responded to the survey. A small response rate limits the usefulness of these results. The statement is being deployed across all courses and programs at the university.

13:15-14:55 | Central European Summer Time (UTC+2)

Saturday Live Stream Session 3

Learning Experiences, Student Learning & Learner Diversity

Session Chair: Sue Ballyn

58718 13:15-13:40

Learners' Perspectives on the Benefits of Authentic Materials in Learning Translation

Doan Hoang Duc, FPT University, Vietnam

In the global context and international integration, Vietnam has set up relationships with multiple countries around the world. Bridging the nations together, translated documents play a significant role for maintaining correspondence between the related parties. The use of authentic materials in the teaching of English translation has been considered a way to narrow the gaps between theory and practice in training English translators. By applying qualitative and quantitative method through surveying 69 translation course learners, the paper focuses on investigating the perspectives from the learners of Translation courses on the benefits of authentic materials in learning translation. The findings show that the use of authentic material in translation teaching has great impacts on students' employability and students' competence of solving translation related real-work problems. Based on the research results, the paper recommends possible measures to better application of enhancing authenticity of materials adapted for translation teaching.

58764 13:40-14:05

Mathematics Education in Action: Using Manipulatives to Teach Basic Economics Concepts

Christopher Serkan, University of North Georgia, United States

Understanding is best developed through rich practical experiences that students can pass through three developmental stages of learning: iconic, enactive, and abstract (Bruner, 1978). Consequently, the understanding of economic concepts should center on students first having concrete, practical experiences before it becomes an abstract concept. The author used manipulatives to support student's economic understanding by helping them to clarify his or her own misunderstanding with the transformation of functions. In this teaching experiment, the manipulatives were used to embody, illustrate, and demonstrate some of the most important economical ideas including change in supply and demand, change in quantity supplied and demanded, shortage, surplus, equilibrium, and the dead-weight loss. This paper aims to present how and why manipulatives should be integrated in a meaningful way with incorporation of underlying mathematical concepts to develop an abstract understanding of economics concepts from concrete and pictorial experiences. With the implementation of guided activities, students can advance from physical representation of economics concepts to using mental images and finally to the development of an abstract understanding of the concepts through active exploration and discovery. The analysis of students' written reflections, end of course evaluations, interviews, and classroom observations suggests that the use of manipulatives helped students to conduct active explorations and increased their interest and motivation for learning both economics and mathematics.

58844 14:05-14:30

Towards a Learning Exchange Theory for a Dynamic Digital Future: An ACARD-SR Model Evidence from South East Asia

Jude Emelifeonwu, The University of The West of Scotland, United Kingdom

Samuel Ogbeibu, Curtin University, Malaysia

To strengthen learning exchange between teaching experts and students within the rising dynamics of today's digital age, it is also critical to apprehend the issues working inside the learning environment. This is because there are several rational factors unique to a learning environment which makes for valuable and efficient ideation, advancement, and the prospect of instituting learning exchange that is underpinned by timely theories (Njiku et al., 2020). Malaysia has the greatest power-distance index tally in the planet, and this reflects a national culture that has an adverse effect on students' learning exchange experience (Green, 2013; Hofstede, 1998). Students are confronted by the complexity of successfully communicating their thoughts freely in the physical classroom (Harland et al., 2013). Consequently, knowledge memorization and application is perhaps among other reasons that explains why several Malaysian students have struggled to excel in the management fields, when compared with core science disciplines (Salleh et al., 2018). It is against this backdrop, that we propose an ACARD-SR model (acquire, cross-fertilize, assimilate, retain, demonstrate, source feedback and re-evaluate) to enhance students' learning experience in a virtual and physical learning environment. The study is anchored on the interpretivism school of thought and qualitative in its interpretation. 200 business students were interviewed over a three-year period (50 semi-structured and 150 unstructured interviews). The results suggest that the ACARD-SR model to a significant degree eases the negative impact of power distance hampering learning exchange. Likewise, when the ACARD-SR model is digitally employed, students' learning experience is even further improved.

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58738

Acute Urological Emergencies in Leicester Medical School Undergraduate Curriculum

Anton Wong, University of Leicester, United Kingdom

Alex Hammant, University of Leicester, United Kingdom

Jane Goodfellow, University of Leicester, United Kingdom

Background & Purpose : Urological emergencies are often neglected at medical school which can inevitably lead to underconfident junior doctors and poorer patient outcomes. Leicester Medical School introduced urological emergencies in the second year; however, limited content is incorporated in the students' workbooks. As a result, junior doctors acting as clinical teaching fellows (CTFs) often have little exposure and experience in teaching these topics. **Methodology:** CTFs answered a questionnaire surrounding their confidence levels in teaching urological emergencies after they had first facilitated the urinary module. A formal teaching session on acute urological emergencies, given by a urology trainee, was performed and confidence levels were then reassessed. **Results:** There was a significant increase in confidence levels after the CTFs had receiving formal teaching (mean confidence score: 8.6/10). This is in contrast to the minimal difference perceived by CTFs before and after they had taught the urinary module for the first time (mean confidence score: 5.5/10 vs 6.1/10). **Discussion & Conclusion:** Urology is a speciality that notoriously receives little attention in the undergraduate curriculum, yet it makes up a significant portion of the workload for junior doctors. These results suggest that junior doctors may require additional, expert training before they feel confident enough to teach on urological emergencies, but it also highlights the lack of topics surrounding urological emergencies in the medical curriculum. Changes to the curriculum and workbook are essential and have been addressed.

57646

A Case Study of Effective K-12 School Innovation Lab Design: Synthesizing Pedagogy, Space, Technology, and Ongoing Research

Russell Hazard, NIT Education/University of Calgary, Hong Kong

As greater interest in STEAM education, Project-Based Learning, and sustainable social entrepreneurship studies converge with technological transformation in K-12 schools, experimental educational spaces to support such learning are becoming common investments. However, there can be problems with design, technological choices, stakeholder buy-in, pedagogical support, and evaluative feedback mechanisms which can be costly or render labs ineffective. This research-based case study examines effective school Innovation Lab design and launch through a number of critical phases that flow first from the pedagogical considerations, through architectural, and finally technological design. These phases include backwards design from the desired school/student outcomes, through the assessment styles to be used, and finally to the special teaching and learning activities, learning spaces/infrastructure, technologies, and materials that will best scaffold success. They include a design check phase with ongoing stakeholder involvement in decisions, including design team, administration, teachers, and students. They include a phase of teacher professional development for Project-Based Learning, Design Thinking, Visible Thinking and Thinking Routines, and sample technological workflows to integrate niche areas such as AR/VR, robotics, 3D design and printing, flipped classrooms, and biotechnology and support effective use of the newly synthesized pedagogy/space/technology options available. Finally, they include initial program support phases with experienced trainers to help bridge the gap between theory and practice for both teaching teams and students with action research feedback mechanisms for continuous refinement. These phases are explored through case study methodology and enriched with action research data from teachers and students gathered during the final supported program launch phase.

58730

Role of a Subjective Difficulty Rating in Using a System for Practicing English Speaking

Harumi Kashiwagi, Kobe University, Japan

Min Kang, Kobe University, Japan

Kazuhiro Ohtsuki, Kobe University, Japan

We have been developing a system that helps learners practice speaking English by checking the words and sentences they can use. In this study, we investigated the role of a subjective difficulty rating to identify problematic sentences for the learners. In the experiment, 72 Japanese university students were provided with a total of 47 Japanese and English translated sentences in advance for review quizzes. We instructed them to practice speaking them without looking at the text information. By using the system, they were asked to translate the Japanese sentences into English. Then a self-reflective feedback questionnaire was administered to gather responses regarding their difficulty ratings for these sentences. The results indicate that average difficulty ratings for 31 sentences for which the percentage of correct answers was more than 80% vary from 1.7 to 4.2. Even though students gave correct answers, they did not regard all these sentences as easy. The results also indicate that the standard deviation scores of the difficulty ratings on these sentences vary from 0.9 to 1.4. The difficulty ratings of some sentences were different depending on the individual student. These results suggest that a subjective difficulty rating could play a role in observing how students actually feel the difficulty levels of the sentences, and in supporting students' individual weak points. If we incorporate this kind of subjective difficulty rating as part of the system, it could offer useful information for selecting the sentences used to pose questions within the system according to individual student.

58722

"Disturbing, Deeply Touching, and Highly Motivating": Reciprocal Empowerment Through Blended Service Learning – Lessons From an Austrian University

Birgit Phillips, University Graz and Burgenland University of Applied Sciences, Austria

This paper presents a novel pedagogical approach of Blended Service Learning (BSL) which was applied in an undergraduate Health Degree Program at an Austrian University. Blended Service Learning combines academic learning with practical experience and social commitment, using a range of tools and methods from online didactics. The course pursues the ambitious goal of promoting reciprocal empowerment, i.e. the promotion of mutual educational processes. "Reciprocal" here refers to all stakeholders, directly and indirectly, involved in the course: the university students, the pupils and teachers in India, the Austrian NGO, and myself as a university lecturer. At the heart of the course is the "Bihar Health Advocacy Project", in which students are commissioned to develop a practical health promotion concept for socially disadvantaged girls and women from the Dalit population in India's Bihar state, which is to be actually implemented. The course follows a transdisciplinary approach and incorporates non-academic, external stakeholders (e.g., NGO staff) in the project, such that the topic can be approached from several different perspectives and many voices are heard. Survey and qualitative data results have shown that the fundamental triad of learning, acting and reflecting in Blended Service Learning not only leads to a deeper understanding of the course content and discipline, but also to increased self-awareness, empathy and a heightened sense of the highly complex social realities in different parts of the world.

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58639

Contemporary Family Structures and Teacher-Parent Communication

Asnat Dor, Max Stern Academic College of Emek Yezreel, Israel

This qualitative study was designed to explore diverse-family parents' (such as one parent family and same-sex families) perspective of their communication with their children's teachers. This study acknowledges the importance of effective communication between teachers and parents for the benefit of the children. It is based on researches that constantly reveal the significance of home-school communication in increasing children's motivation to study, improving their academic achievements and intellectual skills, improving self-image, decreasing problems of school discipline and lowering absenteeism. The research questions mainly addressed parents' feelings in relation to their communication with the teachers, and specific challenges in relation to teachers addressing children from diverse family patterns. Participants: 14 parents (11 females, 3 males) who had children in elementary school. 5 were divorced, 5 single parents family, 4 same-sex families. Procedure: Semi-structured in-depth non-directive interviews were conducted to gather the participants' descriptions of their experience communicating with the teachers. Ethical principles were strictly considered. Findings: reveal teachers tend to avoid classroom discussing issues related to diverse-family patterns, and are not sufficiently sensitive to children from such families. The parents maintain that teachers should receive formal training to address such issues in class, while acknowledging their own responsibility to explain themselves to the teachers. Conclusion: Guidance to teachers is recommended in order to improve an open, attentive, accepting, nonjudgmental atmosphere in class.

58812

Decision-making System for University Selection: A Priority Comparison of Pre- and Post-COVID-19

Krishnadas Nanath, Middlesex University Dubai, United Arab Emirates

Ali Sajjad, University of Toronto, Canada

Supriya Kaitheri, Middlesex University Dubai, United Arab Emirates

University selection is always a complicated task for the aspirants from a decision making perspective. The process of developing a decision support system for this task had its challenges due to the availability of university data on various parameters of decision making. This study works on a university selector system by scrapping LinkedIn Education data of various universities and their alumni data. The final decision-making tool was hosted on the web to collect responses from potential students. The data collection on the portal was conducted twice to understand the differences of priorities in university selection pre- and post-COVID pandemic. It was found that the respondents had significant changes in their selection criteria on four parameters- Cost (went high), Ranking (went low), Presence of E-Learning mode (went high), and Student Life (went low).

57173

A Simple Yet Effective Tool as a Medium to Empower Learner Autonomy

Ya-Chiu Hsieh, Defense Language Institute, United States

Lin Tsai, Defense Language Institute, United States

Developing learner autonomy can be a long and arduous journey but it is what language educators aspire to achieve. Discover a simple tool that streamlines learning and self-assessment and prompts learners to take ownership of learning by examining their own comprehension, identifying areas for improvement and setting goals for each learning task. With a simple worksheet and its variations, students could develop learner autonomy and metacognitive skills in a systematic and effective way. With proper guidance to use the worksheet, students can self-assess learning progress, foster higher order thinking and set action plans for further learning and background knowledge building in self-directed learning. The tool is versatile to be also used in class and tailor it to students of different levels to retrieve real-time student-generated data so as to effectively provide formative and summative feedback and adapt instruction.

58369

Hybrid Learning Higher Education: The Co-creation of Value in the Student's View

Waldiane Fialho, Universidade Católica de Minas Gerais, Brazil

Ramon Leite, Pontifícia Universidade Católica de Minas Gerais, Brazil

Sandra Sofia Gaio, Universidade Fernando Pessoa, Portugal

Interaction (student-teacher relationship) and active participation (student involvement) were enhanced due to digital transformation and as long as the student interacts with the teacher, he changes into co-creator student, as the perception of his role in the process of learning evolves. A context in which it is possible to observe such conjuncture in higher education, is hybrid education where digital technology plays a central role. In higher education with hybrid disciplines, student, teacher and institution are interrelated and, by offering hybrid disciplines, the institution enables the joint value creation, but it remains unclear whether the student will be willing to participate more actively and contribute to such co-creation of value. This study aims to reveal the student's perception of this method which requires a more active participation in his learning process and also aims to examine whether the university should adopt this modality the student's formation process. In order to meet this objective, a qualitative research was conducted, through in-depth interviews with students from a private, community, confessional and philanthropic higher education institution in Brazil. After having processed the data using the content analysis method, it was discovered that although the student values its protagonism with more responsibility in learning, co-creation is a difficult, laborious process. Thus, it is considered positive for the university to adopt the hybrid model, as it allows students to develop discipline that contributes to their autonomy, as well as a shift in their mindset to a different way of learning and teaching.

BCE Virtual Presentations

58732

Organizing a Group of Students in Order to Research the Rebound Effect in Industry 4.0

Giani Gradinaru, The Bucharest University of Economic Studies, Romania

The paper presents a framework with respect to organizing a group of students in order to research the rebound effect in Industry 4.0. The framework points two coordinates. The first one refers to conceptual delimitations and working hypotheses. The main coordinate is focused on carrying out the research process. It will develop aspects as: defining the concept of rebound effect, research challenge - working hypotheses, organizing the research process, awareness among students of industry-specific concepts 4.0, awareness among students of the concept of rebound effect, setting the purpose of the research, ways to achieve the set goal, establishing research teams and choosing topics, identification of studies in the scientific and professional literature relevant to research topics, critical analysis of relevant studies in the scientific and professional literature, carrying out literature review studies, quantitative analysis of the occurrence of the rebound effect in Industry 4.0 and critical analysis of the obtained results.

58341

Transformational Journeys of Institutional Leaders of University Community Engagement

Katy Campbell, University of Alberta, Canada

David Peacock, University of Alberta, Canada

Alternatively described as a practice, a movement, a philosophy and a field, university-community engagement has been institutionalized in different models throughout many Western nations. In an ongoing Canadian study of engaged institutions in 4 countries- the US, Canada, UK, and Australia- engaged scholars in executive (senior) leadership positions participated in a narrative study of identity and agency in different geopolitical and sociocultural worlds. The purpose of this international study, Institutionalizing University-Community Engagement: Sociocultural Contexts, of which this cohort is a part, is to develop an understanding of the social and cultural influences on the scholarship of engagement, and to explore how these factors influence how engagement scholarship is supported at the institutional level. We are very interested in how institutionalization strategies reflect their sociocultural contexts and, in particular, how, institutional leaders, engaged scholars and professional staff contribute to shape and be shaped by these plans. The idea of "culture" is complex and contested. However, we understand culture as socially constructed, pluralistic, subjective, inclusive and intersectional, expressed in diverse forms and "creative representations" (Boylorn and Orbe, 2014, p. 13). This presentation will share the stories of 15 senior leaders as they transform from engaged scholars to supporters, leaders and disrupters of institutional narratives that hinder identity development.

58598

Migrants in Chilean Higher Education

Roberto Flores, Duoc UC, Chile

The migration phenomenon has been a recent and relevant topic in the Chilean public policy discussion, especially after the explosive increase in the number of migrants coming to the country in the last decade. A substantial percentage of them are living with lower incomes than the rest of the country's population, and have fewer years of schooling. Considering the challenges Chile is facing in relation to this, higher education could play an important role, especially higher vocational education and training (HVET). More than half of those currently enrolled in higher education are enrolled in HVET courses and have a much better representation of lower-income groups than the university system. Because of its flexibility, low cost, high coverage across the country, and its less selective academic admission processes, the HVET system has the potential to respond to some of the migrant community's fundamental needs. Based on both international and national experiences, this paper, firstly, establishes a general diagnosis for facing important challenges regarding migration within the HVET system, particularly in terms of academic, linguistic, and economic barriers. Secondly, it proposes three ways to tackle these barriers: providing orientation for the transition to higher education, changing the criteria for awarding student aids, and designing more sophisticated remedial language courses.

57809

Metadiscourse: Reader-writer Interaction, Stance, and Authorial Voice in Arab and Chinese Graduate Students' Texts

Aisha Sayidina, American University of Sharjah, United Arab Emirates

Using quantitative methods, this study applies metadiscourse, stance, and voice approaches (Hyland, 2005; 2012) to compare the interactional resources used in Arab and Chinese students' academic texts, and to assess the students' skills in evaluating their material and interacting with their readers. The metadiscourse, interactive categories investigated in this paper are hedges, boosters, attitude markers, self-mention, and engagement markers. It is believed that there are distinct cultural and disciplinary influences that inform writers' strategies in category selection (Lehman, 2018). A corpus was created for this purpose from 40 research papers written by Arab and Chinese graduate students studying STEM disciplines in North American universities. The analysis findings suggest that the student writers choose different interactional items to signal their navigation of internal and external relations in their texts, and to express their authorial voice and attitude. These findings also indicate differences that may point to cultural identities and language proficiency influences.

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58753

Effect of Mindfulness Intervention as a Stress Management Technique for Nursing Students

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Ryoko Ohara, Aichi Prefectural University, Japan

Kanako Yamauchi, Hiroshima International University, Japan

Toshio Kobayashi, Ishii Memorial Hospital, Japan

Nurses have to endure extreme workplace stress due to which many nurses suffer from poor mental health. Therefore, it is important to establish coping methods at an early stage. Mindfulness has proven to be effective in reducing stress responses as it helps in cultivating coping mechanisms to deal with negative thoughts. The purpose of this experiment is to develop coping mechanisms in nursing students before they became nurses. We organized a training program for 14 nursing students that incorporated mindfulness to manage stress, and verified the impact of this training through quantitative and qualitative data analysis. A total of five half-day training sessions were held and the General Health Questionnaire (GHQ) score decreased significantly after the training ($p < 0.01$), suggesting that this training may be helpful in improving mental health. Regarding feedback on the training, while 62% of the students found it "very helpful", 38% considered it "somewhat helpful"; therefore, all participants deemed the training as useful. From the analysis of qualitative data, the following 6 categories were extracted as the lessons learned from the training. 1) Development of stress management skills from nursing student days, 2) Understanding one's personality and characteristics, 3) Improving communication skills, 4) Awareness of mind-wandering, 5) Observing the advantages of being aware of mind-wandering, 6) Noting the advantages of mindfulness meditation. In conclusion, it was suggested that stress management training that incorporates mindfulness for nursing students has a short-term effect. It is necessary to verify the long-term effects of this training by following up on these students once they are professional nurses.

58292

The Role of Policy-makers Towards Graduate Work Readiness: A Malaysian Perspective

Chitra Devi Ragonathan, Sunway University, Malaysia

Benedict Valentine Arulanandam, Sunway University, Malaysia

The strategic role of the policy-maker in higher education and its co-relation towards graduate outcomes is gaining focus in Malaysia. While there have been initiatives and policy changes over the past decade, the focus outcome of improving graduate work readiness remains a concern. This concept paper aims to investigate the important role of the first stakeholder group; the policy-maker, which is the Ministry of Higher Education (MOHE) in collaborating closely with three (3) other stakeholder groups to address this concern. The three (3) stakeholder groups are firstly, the Higher Education Institutions (HEIs), secondly, the employers and thirdly, the students themselves in preparing graduates for the workplace. A qualitative methodology will be adopted to determine the undergraduates', academics', employers' and the policy maker's expected outcomes of higher education policies and strategies as outlined in the 10-year Malaysian Higher Education Blueprint (MEB 2015-2025) in preparing graduates for the workplace. The methods to be employed in this research are interviews, open-ended survey questionnaire and focus group discussions. While there are articles highlighting graduate employability concerns in Malaysia, the research contributes to scholarly research on the role of the policy-maker in collaboration with the various stakeholders in addressing these concerns. The document analysis conducted in this research revealed an interdependent relationship between the policy-maker (MOHE), the employers and HEIs which provides a conceptual framework to assist in understanding the different roles of stakeholders towards graduate work-readiness.

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58397

An Evaluation Model for a Non-sexist Education: Beyond Performance Accountability

Nicole Vallejos, Duoc UC, Chile
Andrea Parra, Duoc UC, Chile

This article refers about the development of assessment tools concerning to identify gender biases in teachers of a Vocational Education institution in Chile. Particularly, in the fields of engineering and technology, usually characterized by having male majority presence. Our aim is to identify, based on a mix method perspective, the limits and the potentials of current evaluation systems in its goal of building a sensitive culture about gender issues and an inclusive education, beyond policies of performance accountability. Based on international experiences review, we present a heading model and taxonomy of sexism models in order to identify, within the classroom, practices that reproduce gender bias and stereotypes in a context strongly permeated by a masculine culture. From a performative approach, we empathize in the responsibility of teachers and policy makers in the development of inclusive educative contexts beyond formal curricula, assuming the relevance of institutions self-regulation. Nonetheless, we argue that evaluation systems should be thought as a meaningful formative process that has to give account of the local context and particularities of their members rather than "high-stake accountability", mediated by sanction, classification and erasure of singularity.

57674

Increasing Teacher Effectiveness Through Caring: Definition, Interpretation, and Impact in Design Studio Education

Zinka Bejtac, American University of Sharjah, United Arab Emirates

The current study explores university teachers' conceptions and methods of demonstrating care while teaching design studio classes. The grounded theory qualitative study was carried out to gather perspectives of nine university studio instructors recognized for excellence in teaching. Caring in education is interrelated in various attitudes and behaviors that fall into the categories of pedagogy and relationships. Findings suggest that the ability to demonstrate care enhances the instructor's efficacy while increasing student engagement and optimizing their learning. In this regard, demonstrating care is highlighted as essential for forming meaningful relationships that support student learning while increasing instructors' sense of fulfillment and their dedication to teaching. The author discusses the findings in terms of implications for faculty and instructional developers within studio-based disciplines.

58581

Online Forums: How Can Educators Make Online Work Well? Communicating Through Graphic Design: Relevance, Focus, Reflection

Cavell Ord-Shrimpton, Arden University, United Kingdom

This paper connects best practices observed and developed through experiential learning in online forums, structured as open reflective spaces, with structured feed forwards. We are all online, constantly communicating, exchanging, learning, teaching, developing and creating. In such a vast space we often lose sight of the importance of the space itself. Almost every day we incur a vast number of digital learning experiences, that we have to face head on, often without a clear guide on how to find our way through the measureless steps. Creative thinking and reflecting continuously on our own practice is vital in understanding how to best cater for such diversity. Student Learning & Learner Diversity is at the core of teaching in an online space and structured praxis is essential in order to encourage, assist and maintain engagement across tasks. Design seizes "difference" as an opportunity to be developed and enhanced. A space to finetune and embrace flaws and limitations, supporting and encouraging a multitude of different perspectives. When supported correctly the collective strength of the online space, the materials and reflections of the cohort body work together symbiotically as constantly evolving innovative spaces.

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58352

Professional Photographers of Instagram: The Meaning of Visual Communication Through Modern Photography in Digital Society

Sofia/Alexandra Paxoumaki, Ionian University, Greece
Nikos Antonopoulos, Ionian University, Greece

The purpose of this paper is to study the modern forms of visual communication of people, through Instagram. In order to study the way in which the visual message is transmitted between individuals, and then how this transmission of information affects its final content, determining the creation of aesthetic experience and perception in the individual, three sectors of study of portraits of online photography were separated. These sectors concern: a) the poses that prevail in online portraits, b) the structure of the photographic / cinematic frame and finally, c) the color and color harmony of the portraits. To study this, two types of research were conducted. First of all, primary data were collected regarding the most popular Instagram portrait photographers and their photographic portraits that received the most reactions with likes. Then, an experiment was conducted, with participation of the students of a University department and content the most popular portraits, professional Instagram photographers and the official names of online photography and photography poses. The result of the experiment show that despite the fact that the portraits of each photographer are separated and the participants are not informed about the owner of each photograph, the only four portraits supported by the same number of people in the selection and for a reaction with "like" but also based on their colors, they were four of the five portraits of the same photographer. This means that only one photographer managed to make a strong impression on his portraits through his technique.

58339

Death of the Enemy: The Spectacularity of War and a Zombie Enemy

Rimpa Mondal, Panjab University, India

The constructedness of the notion of 'enemy' specially during war times often includes demonization and propagandist characterization bordering on depicting inhumanity in 'them'. But in this paper, the move is from a human enemy to a nonhuman one - a zombie. Keeping in mind its nonhuman characteristics and inhumanity, the argument is carried on to how the ideological constructedness, the creation and destruction of the enemy is handled in the two South Korean Netflix drama series 'Kingdom' and 'Kingdom 2'. Further this paper attempts to study the event called 'death' as a posthumanising event. The 'creation' of the zombies who were meant to play the role of experimental 'subjects' to kill human-enemies, in turn became enemies threatening the survival of the very humans who created them. The main question is how the putting to death of the zombies, which was meant to redeem the 'human' in them from 'death', in fact itself becomes a moment when the non-/in-human asserts its precedence over the human. Finally, the concepts of 'enemy', 'death', 'human' and 'posthuman' are questioned in relation to each other to understand the ideology necessitated by wars. The above discussion is extrapolated to the historical situation of war in the Joseon dynasty during the reign of King Seonjo in the years between 1575-1592 A.D. The spectacularity of both - the human-deaths and the zombie-deaths - will be read as a tool to induce fear, suspicion and hatred for the 'enemy' among participating soldiers.

58340

Cross-cultural Language in Clint Eastwood's Western

Yujin Fukatsu, Gakushuin Women's University, Japan

This is a corpus-based text analysis of some of Clint Eastwood's Western movies. Eastwood starred in and directed numerous Westerns. The present study looks at cross-cultural language used in four of his films; Unforgiven, High Plains Drifter, The Outlaw Josey Wales, and Gran Torino (which is not strictly a Western) using the full movie scripts. To understand the cross-cultural vocabulary in the text, corpus linguistic research methodology was used, examining word frequency. The Movie Corpus, the world's largest online corpus with 100 million words from a variety of genres, has been employed in this research. In addition, text mining software KH Coder and Computer Language R are used in text analysis and calculation. This process is used to verify the language typically found in Eastwood's four films. A second step will be to determine what theory best accounts for the language found. Since these films are not stereotypical Westerns as far as masculinity and heroism go, Edward Said's theory of Orientalism will be used because it accounts for ethnicity and culture. Therefore, this theory will be adapted to the respective movie scripts, enabling us to examine Eastwood's Western quantitatively. To summarize the results of just one of the movies, ten words were found with statistically significant usage in Unforgiven. For example, 'gun', 'horse', 'rifle', 'shoot' and 'pistol' were isolated in the calculation. These vocabulary items were more frequently used in the text of Unforgiven and are typical of words found in Westerns.

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