PROGRAMME & ABSTRACT BOOK

ECE/ECAH/ECLL/EGen2024

The 2024 IAFOR Summer Conference Series in London

The 12th European Conference on Education (ECE2024)
The 12th European Conference on Arts & Humanities (ECAH2024)
The 12th European Conference on Language Learning (ECLL2024)
The 4th European Conference on Aging & Gerontology (EGen2024)

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

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Dr Jacqueline Lottin, Higher Colleges of Technology, United Arab Emirates
Dr David Mallows, University College London Institute of Education, United Kingdom
Professor Andrea Révész, University College London Institute of Education, United Kingdom
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Greg Williams, University of Manchester, United Kingdom

Letter of Welcome

Dear Friends and Colleagues,

Welcome to the great city of London, and to the second event in IAFOR's 2024 European Conference Series!

At IAFOR, we always keep our three watchwords at the very centre of everything we do: international, intercultural, and interdisciplinary. Whether this is your first event, or you are an old hand, we encourage you to keep this in mind as you engage during the conference.

We are dedicated to encouraging interdisciplinary discussion, facilitating intercultural awareness, and promoting international exchange. The conference is designed for you as participants to immerse yourself in a truly unique environment, with an anticipated attendance of some 670 delegates from more than 80 different countries, in an enormously rich and wonderful, comparative and contrastive intellectual environment. London is truly an amazing place; a global city and a historical, cultural, and educational powerhouse. It is therefore the perfect venue to host an IAFOR event, and we are at its centre!

The conference begins at SOAS, Brunei Gallery Lecture Theatre with two inspiring days of interdisciplinary keynote and plenary sessions built around areas of wide global interest, and that provide a great opportunity for networking, on Thursday and Friday, including both our 'Forum' event and poster sessions. On Saturday and Sunday, we are at University College London's Torrington Place facility for a packed programme of parallel academic sessions and workshops in a variety of interdisciplinary fields.

I would like to take this opportunity to thank IAFOR's International Academic Board and College for their help in shaping the global themes that we are currently addressing in this conference, as well as the Programme and Review Committees for their work in crafting the extraordinarily rich programme.

I encourage your active participation, and look forward to the opportunity of meeting you all!

Warmest regards,

Dr Joseph Haldane
Chairman & CEO, The International Academic Forum (IAFOR)

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

Become an IAFOR Member

IAFOR provides an 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:

iafor.org/membership

ECE/ECAH/ECLL/EGen2024 Key Statistics

Date of creation: June 10, 2024

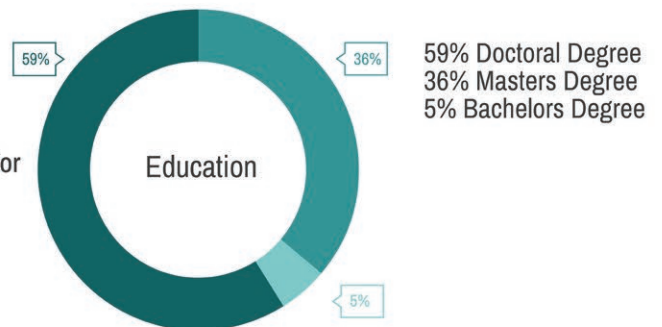## 672 DELEGATES FROM 84 COUNTRIES

422 Onsite Presentations

166 Online Presentations

498 Institutions and Organisations

Occupation

- 55% University Faculty
- 22% Doctoral Student
- 6% Public Sector/Practitioner
- 5% Postgraduate Student
- 5% Postdoctoral Fellow or Instructor
- 3% Other
- 2% Independent Scholar
- 2% Private Sector

Education

- 59% Doctoral Degree
- 36% Masters Degree
- 5% Bachelors Degree
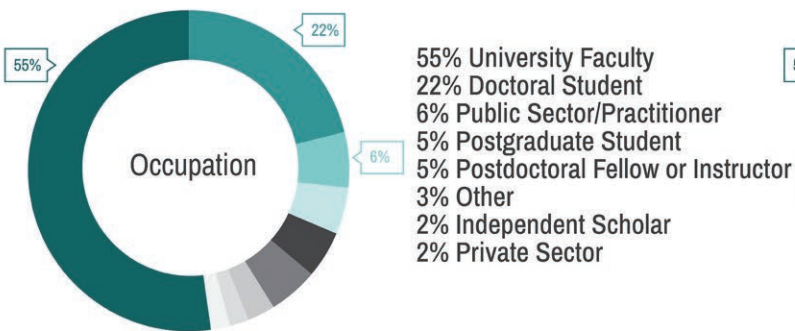
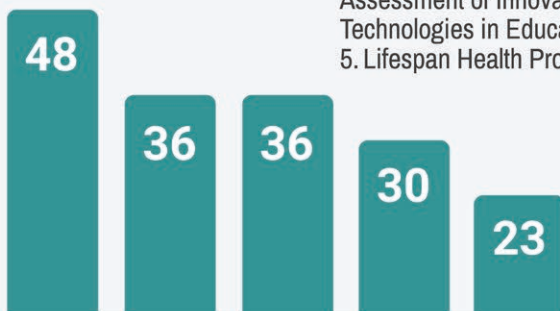## Top Five Streams

1. Teaching Experiences, Pedagogy, Practice & Praxis (48)
2. Higher Education (36)
3. Learning Experiences, Student Learning & Learner Diversity (36)
4. Design, Implementation & Assessment of Innovative Technologies in Education (30)
5. Lifespan Health Promotion (23)

48 | 36 | 36 | 30 | 23

Top Five Countries of Delegates

1. United Kingdom (10%)
2. United States (7%)
3. Hong Kong (6%)
4. Taiwan (5%)
5. India (5%)

10% | 7% | 6% | 5% | 5%
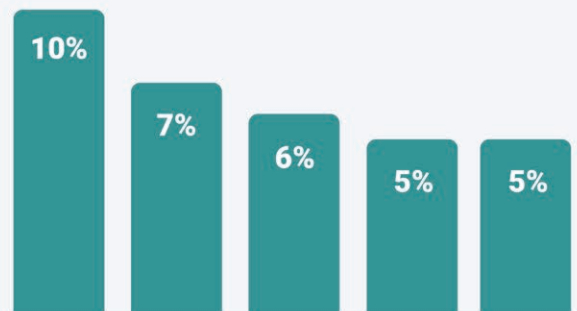
588 Total Presentations

258 Hours of Content

Multiple Authored vs. Single Authored Submissions

54% | 46%

Inspiring Global Collaborations
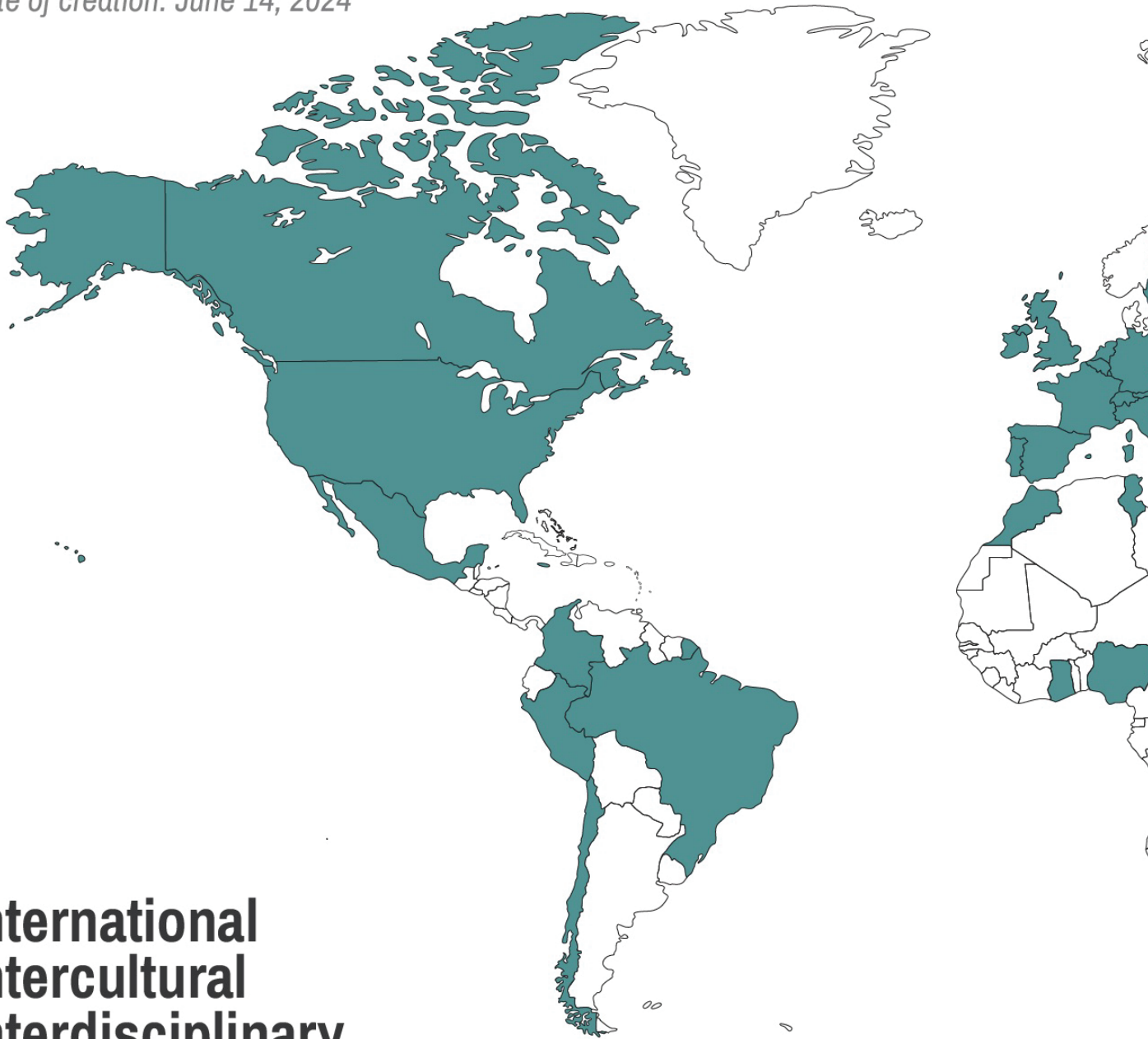
international intercultural interdisciplinary

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

ECE/ECAH/ECLL/EGen2024 has attracted 670+ delegates from 80+ countries

United Kingdom	75	Brazil	10	Georgia	5
United States	50	Indonesia	10	Ghana	5
Hong Kong	44	Turkey	10	Singapore	5
Taiwan	38	Italy	9	Austria	4
India	34	Malaysia	9	Croatia	4
Japan	26	Philippines	9	Egypt	4
Australia	21	Belgium	8	Ireland	4
Saudi Arabia	21	Czech Republic	8	Mongolia	4
United Arab Emirates	19	Greece	8	New Zealand	4
Canada	18	Netherlands	8	Oman	4
China	18	Pakistan	8	Switzerland	4
Israel	16	South Korea	8	Finland	3
South Africa	14	Kazakhstan	7	Iran	3
Nigeria	13	Portugal	7	Mexico	3
Spain	12	Thailand	7	Qatar	3
Poland	11	Germany	6	Sweden	3
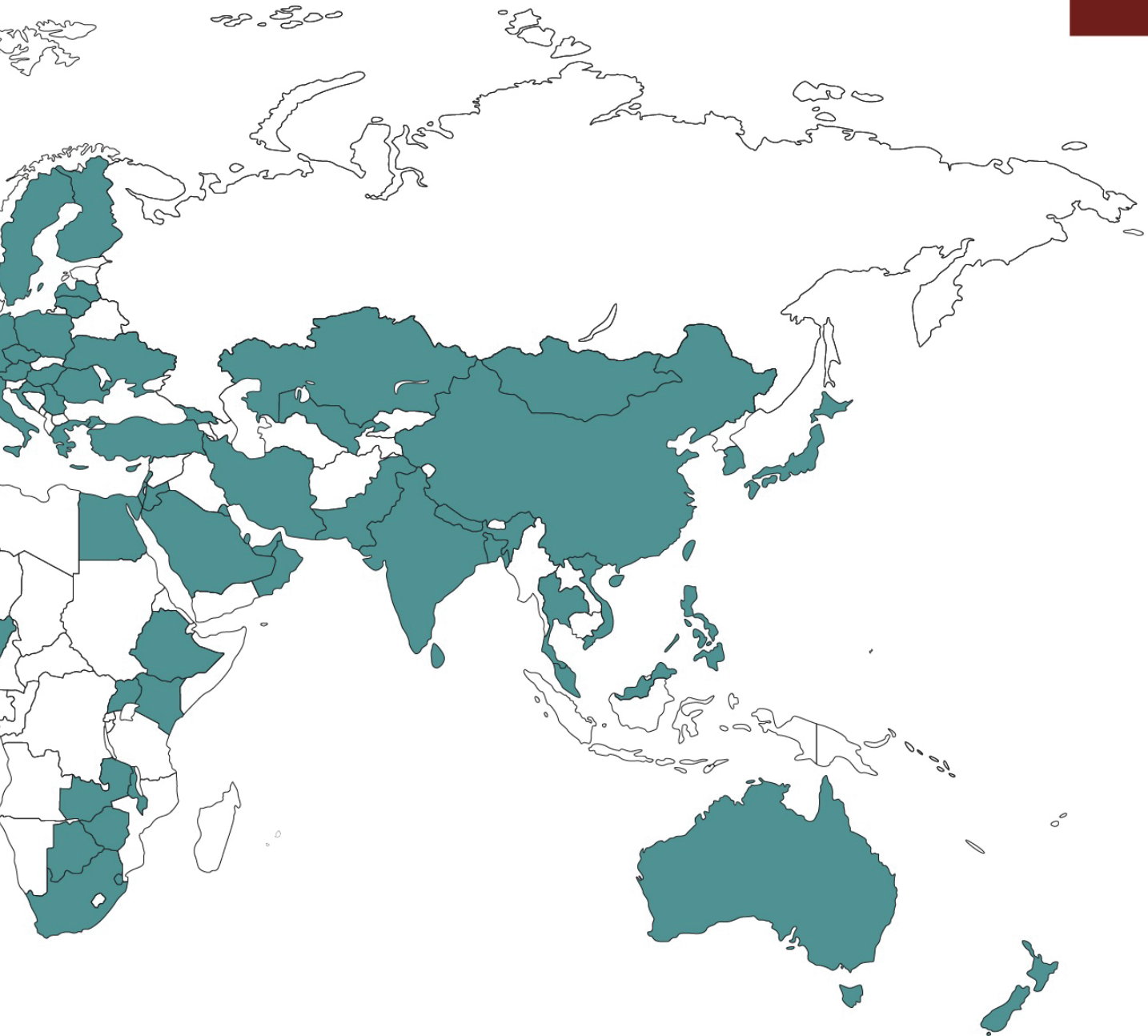
Vietnam	3	Cyprus	1	Uganda	1
Bangladesh	2	Ethiopia	1	Ukraine	1
Barbados	2	Hungary	1	Uzbekistan	1
Colombia	2	Jamaica	1	Zambia	1
France	2	Jordan	1		
Lebanon	2	Kenya	1		
Lithuania	2	Kosovo	1	**Total Attendees**	672
Macau	2	Kuwait	1	**Total Onsite Presentations**	422
Romania	2	Latvia	1	**Total Online Presentations**	166
Serbia	2	Luxembourg	1	**Total Audience**	62
Tunisia	2	Malta	1	**Total Countries**	84
Zimbabwe	2	Morocco	1		
Bahrain	1	Nepal	1		
Botswana	1	Peru	1		
Bulgaria	1	Saint Lucia	1		
Chile	1	Sri Lanka	1		

Ground Floor
Brunei Suite

Male Toilet
Female Toilet
Disabled Toilet

Gallery
Gallery
Gallery

Lift | Security | Shop
Lifts

Brunei Suite
Approx 18m x 11m
Cloakroom

Lower Ground Floor
Brunei Theatre

Male Toilet
Female Toilet
Disabled Toilet

Gallery

Lift
Lifts

Lecture Theatre

BGLT Foyer
18m x 6m

BB01
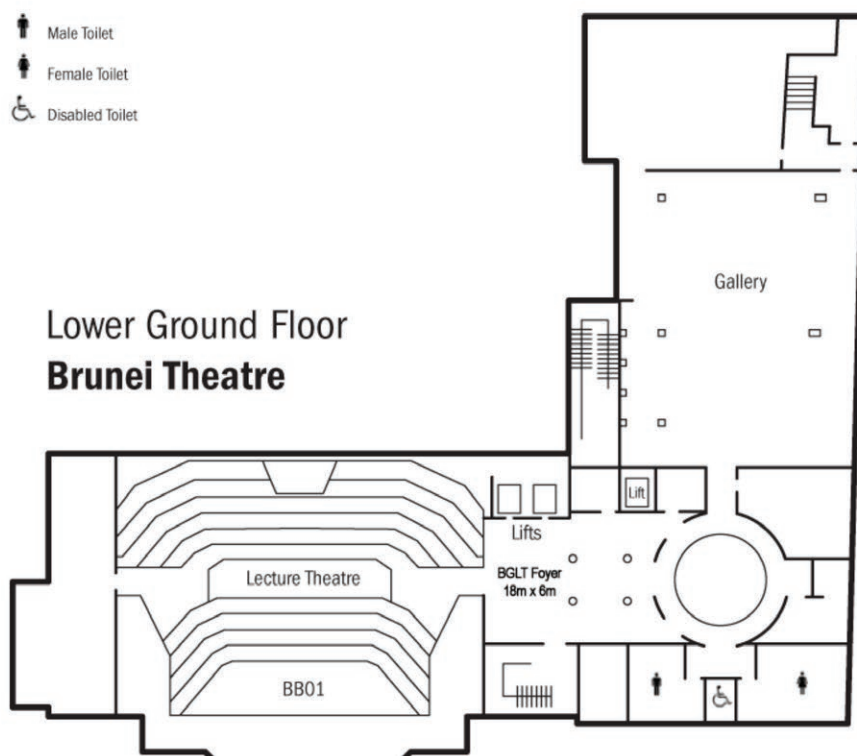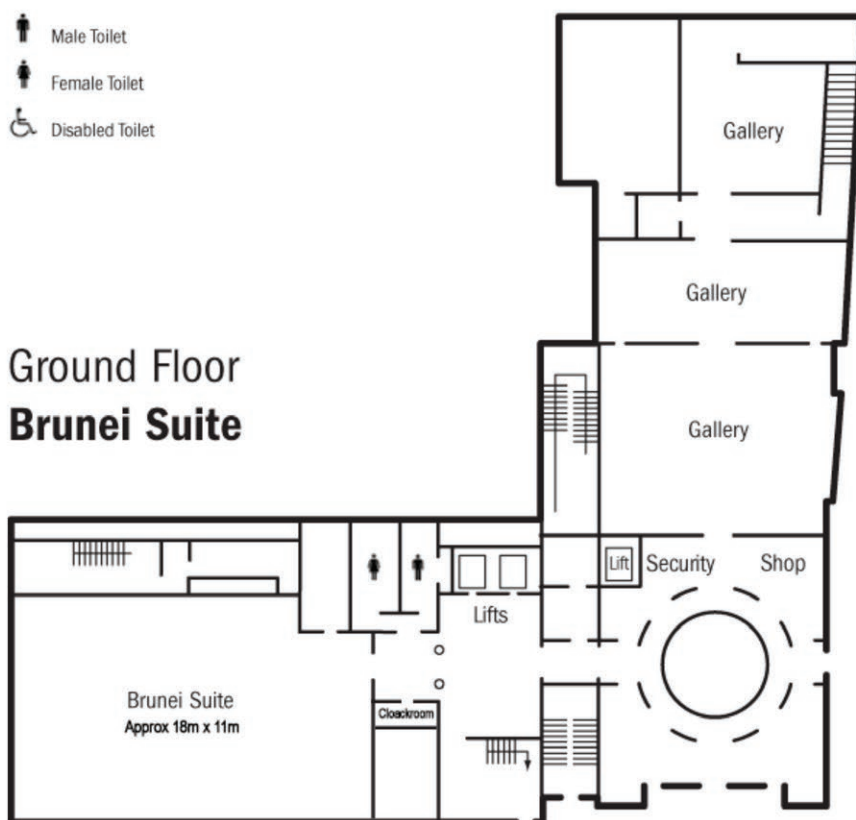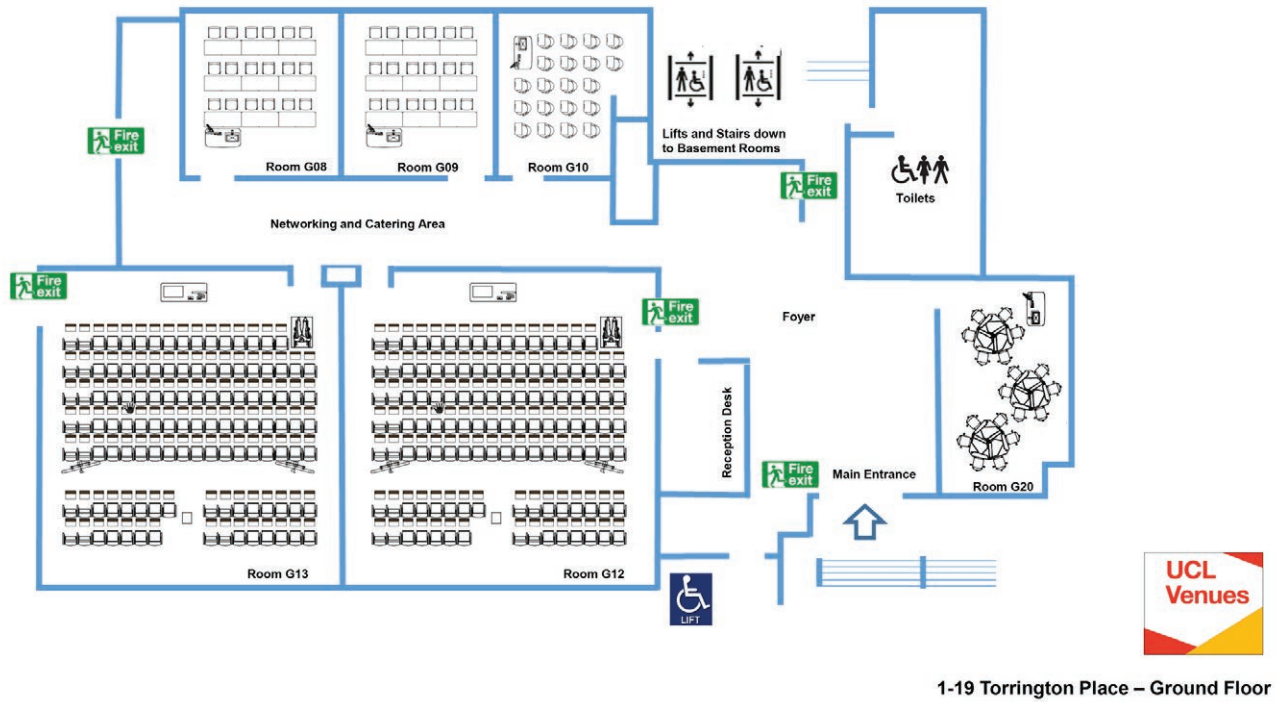
1-19 Torrington Place – Ground Floor
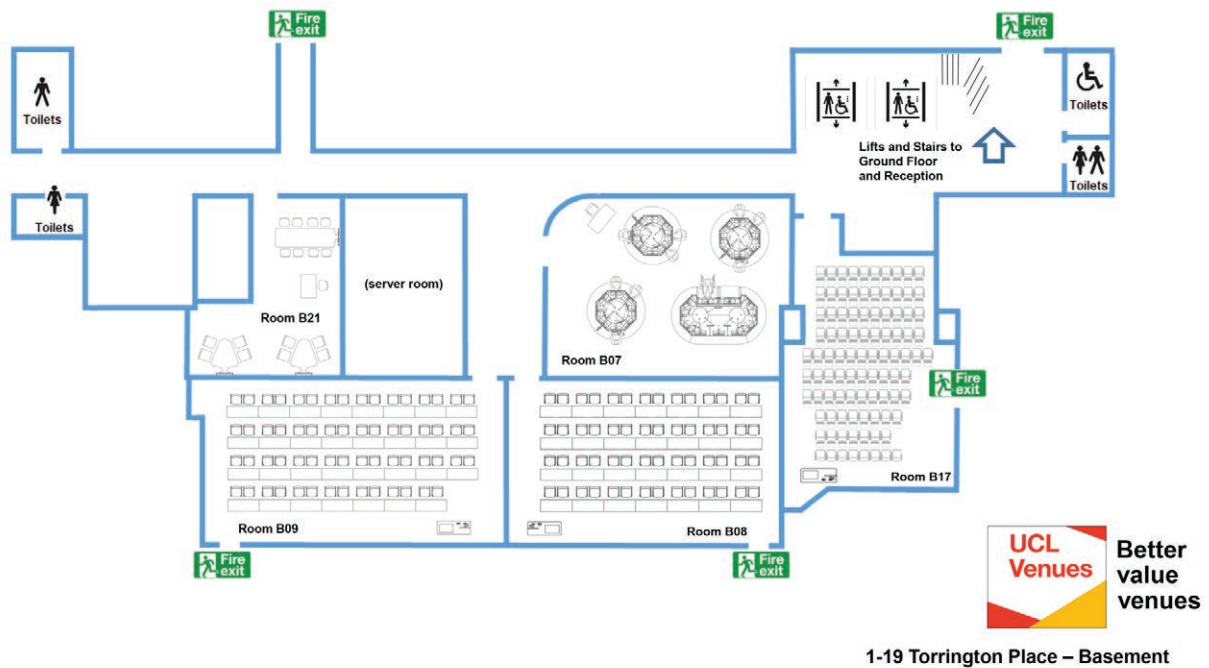
1-19 Torrington Place – Basement

"One of the most hideous buildings in the world"

GEORGE ORWELL

The 5th Barcelona Conference on Education (BCE2024)
The 5th Barcelona Conference on Arts, Media & Culture (BAMC2024)

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

Abstract Submission Deadline: August 16, 2024

Where will your ideas take you next?

iafor

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

Wednesday at a Glance

13:45-16:00   **Pre-Conference Cultural Event – The British Museum Walking Tour**

Conference delegates are invited to join us for a guided tour of the world-renowned British Museum before the London conference. The British Museum is the largest collection of artefacts in the world, spanning humanity's beginning to the present day. The tour offers a personal look into some of the museum's most famous exhibits, including the Rosetta Stone, the Parthenon sculptures, and Egyptian mummies. Delegates attending our London conferences can convene early to get to know their peers while exploring the museum's vast collection and exhibition programme with professional guidance.

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

July 11 | All times are British Summer Time (UTC+1)
Thursday at a Glance

Conference Venue: SOAS University of London

09:15-10:00   Conference Check-in & Coffee | SOAS, Brunei Gallery Lecture Theatre

10:00-10:10   Announcements | SOAS, Brunei Gallery Lecture Theatre

10:10-10:30   **Welcome Address & Recognition of IAFOR Scholarship Winners | SOAS, Brunei Gallery Lecture Theatre**
Joseph Haldane, IAFOR & University College London, United Kingdom

10:30-10:45   **Special Welcome Address | SOAS, Brunei Gallery Lecture Theatre**
Alison Koslowski, Pro-Provost (Equity & Inclusion) at University College London, United Kingdom

10:45-11:00   **IAFOR Provost's Address | SOAS, Brunei Gallery Lecture Theatre**
Envisioning the Future: 2024-2029
Anne Boddington, IAFOR & Middlesex University, United Kingdom

11:05-11:25   **Keynote Presentation | SOAS, Brunei Gallery Lecture Theatre**
Providing Access to Higher Education for Refugees: Challenges and Benchmarks
Brendan Howe, Ewha Womans University, South Korea
11:25-11:35   Q&A Session

11:40-12:00   **Keynote Presentation | SOAS, Brunei Gallery Lecture Theatre**
The Joy of Not Knowing and Why It's So Brilliant to Not Know!
Marcelo Staricoff, University of Sussex, United Kingdom
12:00-12:10   Q&A Session

July 11 | All times are British Summer Time (UTC+1)
Thursday at a Glance

Conference Venue: SOAS University of London

12:10-12:20   Conference Photograph | SOAS, Brunei Gallery Lecture Theatre

12:20-13:40   Lunch Break

13:40-14:40   **Plenary Panel Discussion | SOAS, Brunei Gallery Lecture Theatre**
Educating for Peace: Conflicting Narratives, Migration, Immigration and Global Citizenship
Donald E. Hall, Binghamton University, United States
Brendan Howe, Ewha Womans University, South Korea
Ljiljana Marković, European Center for Peace and Development (ECPD), Serbia
Moderator: Anne Boddington, IAFOR & Middlesex University, United Kingdom

14:45-15:45   **Forum Discussion | SOAS, Brunei Gallery Lecture Theatre**
Global Citizenship: Ethics and Care
Donald E. Hall, Binghamton University, United States (Moderator)
Melina Neophytou, Binghamton University, United States (Moderator)

15:45-16:45   **Conference Poster Session & Welcome Reception | SOAS, Brunei Suite**

July 12 | All times are British Summer Time (UTC+1)
Friday at a Glance

Conference Venue: SOAS University of London

09:30-10:00   Conference Check-in & Coffee | SOAS, Brunei Gallery Lecture Theatre

10:00-10:15   **Welcome Address | SOAS, Brunei Gallery Lecture Theatre**
Evangelia Chrysikou, University College London, United Kingdom

10:15-10:35   **Keynote Presentation | SOAS, Brunei Gallery Lecture Theatre**
Helping Us To Help Ourselves – How Assistive Robots and AI Can Change the Dynamics of Supporting Healthy Ageing and Social Care
Praminda Caleb-Solly, University of Nottingham, United Kingdom
10:35-10:45   Q&A Session

10:45-11:00   Coffee Break

11:00-11:20   **Keynote Presentation | SOAS, Brunei Gallery Lecture Theatre**
The Examination of Eye Movements in Language Learning Research: A Focus on Vocabulary
Ana Pellicer-Sánchez, University College London, United Kingdom
11:20-11:30   Q&A Session

11:30-12:45   Lunch Break

12:45-13:05   **Keynote Presentation | SOAS, Brunei Gallery Lecture Theatre**
How to Destroy a University
Donald E. Hall, Binghamton University, United States
13:05-13:15   Q&A Session

13:20-13:40   **Keynote Presentation | SOAS, Brunei Gallery Lecture Theatre**
Humanities at the Helm: Mobilizing Scholars to Confront the Planetary Climate Crisis
Alfonso García-Osuna, Hofstra University, United States
13:40-13:50   Q&A Session

July 12 | All times are British Summer Time (UTC+1)
Friday at a Glance

Conference Venue: SOAS University of London

13:55-14:15 **Keynote Presentation | SOAS, Brunei Gallery Lecture Theatre**
Invisiblised and Erased Narratives – Essential Views from the Margins
Neelam Raina, Middlesex University, United Kingdom
14:15-14:25 Q&A Session

14:25-14:45 Coffee Break

14:45-15:05 **Keynote Presentation | SOAS, Brunei Gallery Lecture Theatre**
Artificial Intelligence and Innovation Democracy
Cian O'Donovan, University College London, United Kingdom
15:05-15:15 Q&A Session

15:20-15:40 **Keynote Presentation | SOAS, Brunei Gallery Lecture Theatre**
AI in Education
David Mallows, University College London, United Kingdom
15:40-15:50 Q&A Session

15:55-16:55 **Conference Poster Session 2 | SOAS, Brunei Suite**

16:00-16:45 **Workshop Presentation | SOAS, Brunei Gallery Lecture Theatre**
IAFOR Undergraduate Research Symposium (IURS) Workshop
Grant Black, Chuo University, Japan
James W. McNally, NACDA & University of Michigan, United States
This presentation runs concurrently with Conference Poster Session 2

19:00-21:00 **Conference Dinner | The Savile Club**
This is an optional ticketed event

July 13 | All times are British Summer Time (UTC+1)
Saturday at a Glance

Conference Venue: Torrington Place Training Centre, University College London

08:50-09:30 Conference Check-in

09:30-11:10   Onsite Parallel Session 1
B07: ECE | Foreign Languages Education & Applied Linguistics
B08: ECE | Professional Training, Development & Concerns in Education
B09: ECE | Pedagogy, Teachers, and Students' Achievements
B17: ECE | Teaching Experiences, Pedagogy, Practice & Praxis (Workshops)
G08: ECLL | Learning Environments
G09: ECLL | Culture and Language
G10: ECAH | Performing Arts and Contemporary Issues
G12: ECE | Challenging & Preserving: Culture, Inter/Multiculturalism & Language
G13: EGen | Resilience
G20: ECAH | Comparative Perspectives on Family & Relationships

11:10-11:25   Coffee Break

11:25-12:40   Onsite Parallel Session 2
B07: ECE | Perspectives on Foreign Languages Education
B08: ECE | Professional Training, Development & Concerns in Education
B09: ECE | Comparative Chinese Language Teaching
B17: ECAH | Culture in Arts & Literature
G08: ECLL | Learners' Motivation
G09: ECLL | Translation & Interpretation
G10: ECAH | Self in the Arts
G12: ECLL | Culture and Language
G13: EGen | Digital Skills & Older Adults
G20: ECAH | Women in Arts & Novels

12:40-12:55   Coffee Break

12:55-14:35   Onsite Parallel Session 3
B07: ECAH | Comparative Issues in Academic Writing
B08: ECE | Professional Training, Development & Concerns in Education
B09: ECE | Pedagogical Development & Contemporary Issues

Saturday at a Glance

B17: ECE | Educational Research, Development & Publishing (Workshops)
G08: ECLL | Plurilingualism
G09: ECAH | Language Teaching & Learning
G10: ECAH | Discourse and Ethics in Media and Politics
G12: ECE | Learning Experiences, Student Learning & Learner Diversity
G13: EGen | Lifespan Health Promotion
G20: ECAH | Gender & Sexuality in Literatures

14:35-14:50   Coffee Break

14:50-16:30   Onsite Parallel Session 4
B07: ECE | Language Learning and Teaching Experiences
B08: ECE | Concerns in Higher Education Institutions
B09: ECE | Comparative Learners' Behaviours
B17: ECAH | Teaching and Learning the Arts
G08: ECLL | Applied Linguistics Research
G09: ECE | Culture and Language
G10: ECAH | Arts and Politics of Space
G12: ECE | International Education
G13: EGen | Supercentenarians & Ageism
G20: ECAH | Women in Comparative Humanities

16:30-16:45   Coffee Break

16:45-18:25   Onsite Parallel Session 5
B07: ECE | Language Learning and Teaching Experiences
B08: ECE | Comparative Issues in Higher Education
B09: ECE | Learning Experiences, Student Learning & Learner Diversity
B17: ECAH | Other Humanities
G08: EGen | Literacy
G09: ECE | AI & Education
G10: ECAH | Politics in Arts & Culture
G12: ECE | Educational Policy, Leadership, Management & Administration
G13: EGen | Lifespan Health Promotion and Resilience
G20: ECAH | Humanities and Religions in Literature

July 14 | All times are British Summer Time (UTC+1)
Sunday at a Glance

Conference Venue: Torrington Place Training Centre, University College London

08:45-09:15 Conference Check-in

09:15-10:55   Onsite Parallel Session 1
B07: ECE | Perspectives on Teaching in the Contemporary Context
B08: ECE | Design, Implementation & Assessment of Innovative Technologies in Education
B09: ECE | Education, Sustainability & Society
B17: ECLL | Educational Policy, Leadership, Management & Administrative
G08: ECE | Technology & Education
G09: ECE | Leadership & Entrepreneurship in Education
G10: ECLL | Educational Technologies
G12: ECE | Education & Difference: Gifted Education, Special Education, Learning Difficulties & Disability
G13: EGen | Built Environment
G20: ECAH | Politics & Identity

10:55-11:10   Coffee Break

11:10-12:25   Onsite Parallel Session 2
B07: ECLL | Professional Development
B08: ECE | Curriculum Design, Development & Policy
B09: ECE | Education, Sustainability & Society
B17: ECE | Design, Implementation & Assessment of Innovative Technologies in Education
G08: ECE | Interdisciplinary, Multidisciplinary & Transdisciplinary Education
G09: ECE | Leadership & Professional Development in Education
G10: ECLL | Learning Environments
G12: ECE | Counselling, Guidance & Adjustment in Education
G13: EGen | Elderly Empowerment and Silver Economy
G20: ECAH | Story Telling in the Arts

12:25-12:40   Coffee Break

12:40-14:20   Onsite Parallel Session 3
B07: ECE | Professional Development
B08: ECE | Design, Implementation & Assessment of Innovative Technologies in Education
B09: ECE | Design, Implementation & Assessment of Innovative Technologies in Education

Sunday at a Glance

B17: ECE | Educational Policy, Leadership, Management & Administrative
G08: ECAH | Technology & Education
G09: ECE | Higher Education
G10: ECE | Design & Implementation of Technologies in Education
G12: ECE | Teaching Experiences, Pedagogy, Practice & Praxis
G13: EGen | Lifespan Health Promotion
G20: ECAH | Data & Technology

14:20-14:35   Coffee Break

14:35-15:50   Onsite Parallel Session 4
B07: ECLL | Assessment
B08: ECE | Design, Implementation & Assessment of Innovative Technologies in Education
B09: ECE | Gender & Identity Issues in Higher Education
B17: ECE | Educational Research, Development & Publishing
G08: ECE | Digital Literacy
G09: ECAH | Teaching & Learning
G10: ECE | Gender Issues in Higher Education
G12: ECE | Interdisciplinary Issues in Education
G13: EGen | Public Policy
G20: ECAH | Media & Film Studies

15:50-16:05   Coffee Break

16:05-17:45   Onsite Parallel Session 5
B07: ECE | issues in Academic Writing & Publication
B08: ECE | Curriculum Design & Development
B09: ECE | Education, Sustainability & Society
B17: ECE | Assessment Theories & Methodologies
G08: ECE | Mathematics Teaching Experiences
G09: ECE | Primary & Secondary Education
G10: ECE | Technology & Education
G12: ECE | Education & Difference: Gifted Education, Special Education, Learning Difficulties & Disability
G13: EGen | Built Environment
G20: ECE | Primary & Secondary Education

17:45-17:55   Onsite Closing Session | Room G13

Monday at a Glance

Conference Venue: Online via Zoom

07:55-08:00   Message from IAFOR

08:00-09:40   Online Parallel Session 1
Room A (Live-Stream): ECAH | Religion and History in Literature
Room B (Live-Stream): ECAH | Teaching and Learning Experiences
Room C (Live-Stream): ECE | Curriculum Design and Development
Room D (Live-Stream): ECE | Comparative Foreign Language Learning and Teaching
Room E (Live-Stream): ECE | Innovative Technology in Education

09:40-09:50   Break

09:50-11:05   Online Parallel Session 2
Room A (Live-Stream): ECAH | Film and Literature Studies
Room B (Live-Stream): ECE | Learning Experiences, Student Learning and Learner Diversity (Workshop)
Room C (Live-Stream): ECE | Contemporary Issues in Educational Institutions
Room D (Live-Stream): ECLL | Applied Linguistics Research
Room E (Live-Stream): ECE | Sustainability and Inclusivity in Education

11:05-11:15   Break

11:15-12:55   Online Parallel Session 3
Room A (Live-Stream): EGen | Politics and Development
Room B (Live-Stream): ECE | Learner's Diversity and Inclusivity
Room C (Live-Stream): ECE | Issues in Alternative Education
Room D (Live-Stream): ECE | Foreign Languages Education
Room E (Live-Stream): ECE | Innovative Technology in Education

12:55-13:05   Break

July 15 | All times are British Summer Time (UTC+1)
Monday at a Glance

Conference Venue: Online via Zoom

13:05-14:45   Online Parallel Session 4
Room A (Live-Stream): ECAH | Arts Theory and Criticism
Room B (Live-Stream): ECLL | Culture and Language
Room C (Live-Stream): ECE | Professional Training, Development and Concerns in Education
Room D (Live-Stream): ECLL | Language, Linguistics
Room E (Live-Stream): ECLL | Innovative Technology in Education

14:45-14:55   Break

14:55-16:35   Online Parallel Session 5
Room A (Live-Stream): ECAH | Arts, Media and Society

16:35-16:40   Message from IAFOR

General Information

Check-in & Information Desk

You will be able to pick up your name badge at the Conference Check-in & Information Desk at the times listed below.

Thursday, July 11 | 09:15-16:00 – SOAS, Brunei Gallery Lecture Theatre
Friday, July 12 | 09:30-16:00 – SOAS, Brunei Gallery Lecture Theatre
Saturday, July 13 | 08:50-18:00 – Torrington Place Training Centre, University College London
Sunday, July 14 | 08:45-17:00 – Torrington Place Training Centre, University College London
Monday, July 15 | No in-person registration

If you have any questions or concerns, IAFOR staff and volunteers will happily assist you in any way they can.

Name Badges

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

Conference Schedule

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

Online Sessions

Be sure to join us online on **Monday, July 15** for our live-stream presentation sessions.

Conference Survey

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

Schedule

Online Sessions

Survey

General Information

Refreshment Breaks

Complimentary coffee, tea, water, and light snacks will be available during the scheduled coffee breaks

Welcome Reception

There is a Welcome Reception on **Thursday, July 11** at 15:45-16:45 in SOAS (Brunei Suite). Delegates can participate in stimulating conversation while enjoying a variety of food and beverages.

Connecting to WiFi

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

Wifi at both SOAS University of London and University College London Torrington Place can be accessed by logging in or creating a free account with https://www.sky.com/wifi.

Wifi Instructions

Photo/Recording Waiver

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

Conference Proceedings

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

Certification

Corresponding authors will be able to download Certificates of Presentation for all presenters by logging in to the submission page. Certificates of Presentation will be available from **Thursday, July 25, 2024**. Session Chair certification, Certificates of Attendance, as well as reviewer certification, will be sent out by email in a PDF format after the conference.

Conference Catch-up

All keynote presentations and live-streamed sessions will be recorded and uploaded to the Conference Catch-up page (video-on-demand) via Vimeo. The catch-up page will be available until **Saturday, August 31, 2024**.

Pre-recorded Virtual Presentations & Virtual Poster Presentations

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

Catch-up

Virtuals

Yokoso!

That's "welcome" in Japanese (*^‿*)♡

The 16th Asian Conference on Education (ACE2024)

November 26-29, 2024 | Tokyo, Japan & Online

Abstract Submission Deadline: August 30, 2024
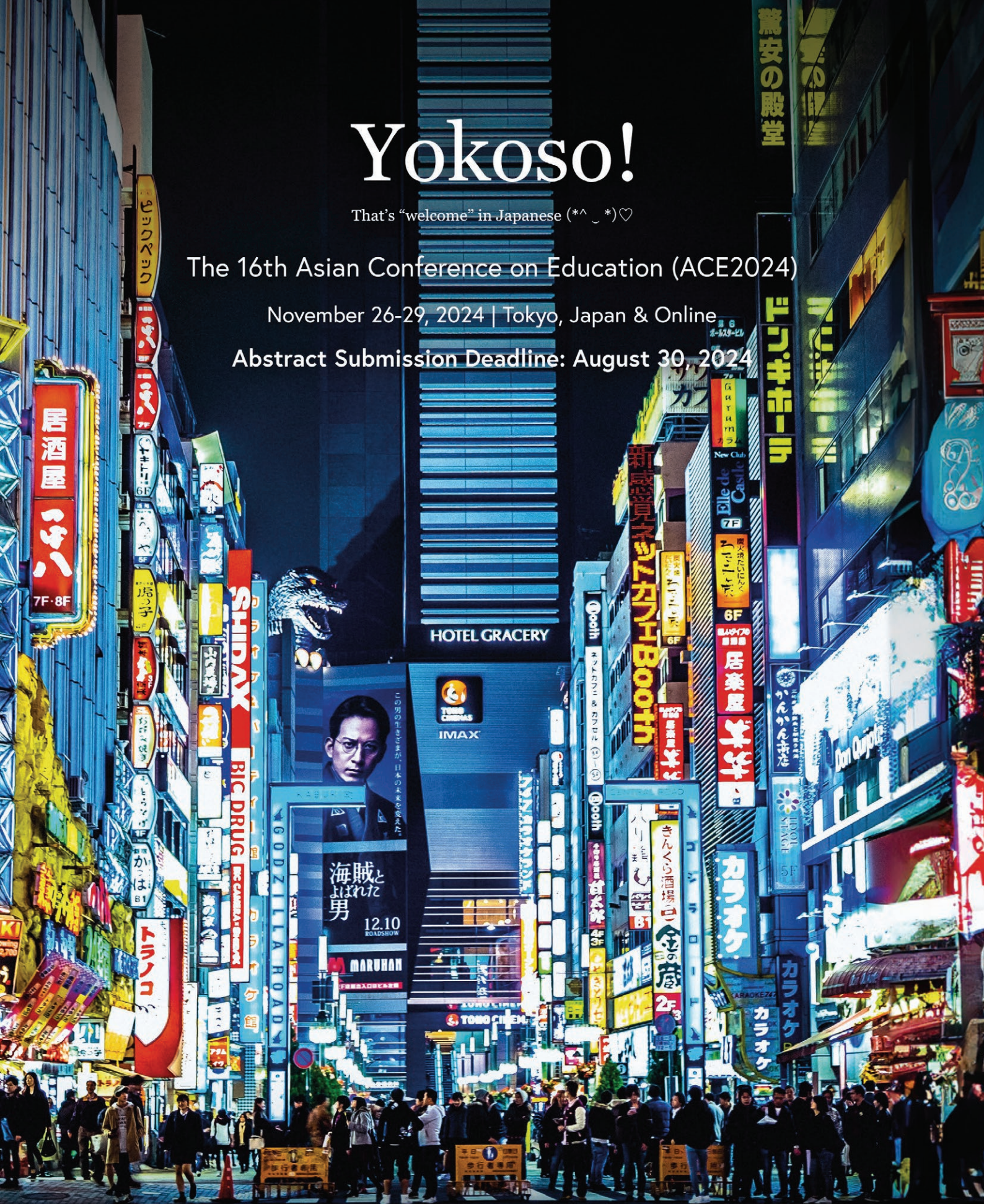
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안녕하세요
Annyeonghaseyo
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IAFOR Korea Conference Series
October 28 – November 1, 2024 | Incheon, South Korea & Online

The Korean Conference on Education (KCE2024)
The Korean Conference on Arts & Humanities (KCAH2024)

Abstract Submission Deadline: August 01, 2024

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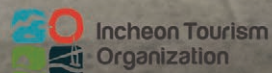
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IAFOR Journals

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

How are papers submitted?

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

How does IAFOR ensure academic integrity?

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

Where are the journals indexed?

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

What's the reach?

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

What's the cost?

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

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

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

Current IAFOR Journal titles include

IAFOR Journal of Arts & Humanities
IAFOR Journal of Cultural Studies (Scopus indexed)
IAFOR Journal of Education (Scopus indexed)
IAFOR Journal of Literature & Librarianship (Scopus indexed)

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

Academic Grant & Scholarship Recipients

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

ECE2024 Scholarship Recipients

Marius Bytautas (Live-Stream Presentation)
78317 | *Exploring Social Sensitivity and Cultivating Inclusive Sexuality Education in Lithuania: Value Narratives, Educator Training, and Implementation Hurdles*
Mr Marius Bytautas is a sexuality education teacher at Kaunas Waldorf School and a PhD student specialising in sexuality education at Vytautas Magnus University, Lithuania.

Dagim Dawit Gonsamo (Poster Presentation)
80835 | *Contextualized Career Adaptability of Emerging Adults: Perspectives for Work-Integrated Learning from Ethiopia*
Mr Dagim Dawit Gonsamo is a PhD student in the Department of Applied Social Sciences at Hong Kong Polytechnic University, Hong Kong.

Nicholas Isaac Mukwana (Oral Presentation)
81035 | *Aspects of Politeness and Polite Expressions English Language Teacher Trainers Nurture in Preservice Teachers in Order To Promote Interpersonal Relations*
Mr Nicholas Isaac Mukwana is a PhD candidate at Makerere University, Uganda.

Alwyn Yasin (Oral Presentation)
80632 | *Novice Teachers' Challenges in Teaching Learning Practice: Experiences of Primary School Teachers in Makassar*
Mr Alwyn Yasin is pursuing a Master of Education in Educational Leadership at Monash University, Australia.

ECAH2024 Scholarship Recipients

Francesca Ajossa (Oral Presentation)
80700 | *The Ear as an Eye: Multimodality in an Organ Performance*
Ms Francesca Ajossa is an organist and artistic researcher based in the Netherlands.

Franciscah Anyona Omukiti (Oral Presentation)
80506 | *The Impact of Rural Women's Gender Role Perception on Household Food Security: A Study in Kakamega County, Kenya*
Ms Franciscah Anyona Omukiti is a PhD student at the University of Tsukuba, Japan.

Omayma Ben Kridis (Oral Presentation)
80092 | *Practicing Empathy in the EFL Classroom: Tunisian EFL Learners as a Case Study*
Dr Omayma Ben Kridis is an Assistant Professor of English Linguistics at the University of Gafsa, Tunisia.

Boxi Liu (Live-Stream Presentation)
80682 | *Forging Dong Qichang: A Close Study of the Cloudy Mountain in the Style of Mi Fu in the MET*
Mr Boxi Liu is a PhD candidate at the Bard Graduate Center, United States.

Hairat Bukola Yusuf (Virtual Presentation)
79304 | *Communicating Social Justice Through the Dance Performance of Amona by Eda Theatre International*
Ms Hairat Bukola Yusuf is a Lecturer in the Department of Theatre and Performing Arts at Bayero University, Nigeria.

Academic Grant & Scholarship Recipients

ECLL2024 Scholarship Recipients

Esther Ehioghae (Virtual Presentation)
79351 | *Legitimation and Delegitimation Strategies: A Comparative Analysis of Presidential Inaugural Speeches in Africa*
Ms Esther Ehioghae is currently a postgraduate student in the department of languages at Covenant University, Nigeria.

Haya Jane Elan (Virtual Presentation)
80662 | *The Interplay of Aristotle's Rhetorical Triangle in Sangguniang Kabataan Political Campaign Speeches: A Rhetorical Discourse Analysis*
Dr Haya Jane Elan is the Research Director of Holy Trinity College of General Santos City, Philippines.

Kiran Musharaf (Oral Presentation)
79997 | *Evaluation of Innovative Teaching Tools 'Canvas' Learning Management System: A Case Study of Higher Education Institution*
Ms Kiran Musharaf is a passionate educator affiliated with the Institute of Education and Research, Pakistan.

EGen2024 Scholarship Recipients

James Lian (Oral Presentation)
81097 | *Childhood Adversity Is Associated with Poorer Mental Health but not Cognitive Decline in Older Adults*
Mr James Lian is a PhD student at the University of New South Wales, Australia.

Shally Zhou (Oral Presentation)
80718 | *Criterion Validity of Open-source, Smartphone Cognitive and Sensory Assessments Across an Australian Life Course Sample*
Ms Shally Zhou is a PhD student from the School of Psychology at the University of New South Wales, Australia.

Did you know...

Over **100 languages** are spoken in Malaysia?

To greet people, you can say...

"Selamat pagi"   "Hai"
"Nǐ hǎo"   "Namaskaram"
"Néih hóu"   "Sat Sri Akal"
"Lí-hó"   "Namaste"
"Vanakkam"   "Salaam"
"Selamat datai"   "Terebai"
"Kopivosian"   "Ketaak"
"Tabe"   "Ho"

But
"Hello"
is fine, too.

The 5th Southeast Asian Conference on Education (SEACE2025)

February 21-25, 2025 | Kuala Lumpur, Malaysia & Online

Abstract Submission Deadline: November 8, 2024

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Keynote & Featured Presentations

All times are British Summer Time (UTC+1)

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

Conference Welcome Address Speakers

Joseph Haldane

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

Dr Haldane has a PhD from the University of London in nineteenth-century French studies (ULIP/RHUL), and has research interests in world history and politics; international education; and governance and decision making. Since 2015, he has been a Guest Professor at Osaka University's School of International Public Policy (OSIPP), and Co-Director of the OSIPP-IAFOR Research Centre since 2017.

In 2020, Dr Haldane was elected Honorary Professor of University College London (UCL) through the Bartlett School of Sustainable Construction, and full Professor in the United Nations Peace University's European Center for Peace and Development in 2022. A member of the World Economic Forum's Expert Network for global governance, he holds visiting professorships at Belgrade and Doshisha Universities where he teaches ethics and governance. He is a member of the International Advisory Council of the Department of Educational Foundations at the University of Hawai'i at Mānoa.

Professor Haldane has had full-time faculty positions at the Université Paris-Est Créteil, Sciences Po Paris, and Nagoya University of Commerce and Business, as well as visiting positions at the French Press Institute (Université Paris-Panthéon-Assas), and the Schools of Journalism of Sciences Po Paris and Moscow State University.

Alison Koslowski

Alison Koslowski, FAcSS is Pro Provost (Equity & Inclusion), Co-Director of the Thomas Coram Research Unit (TCRU) and Professor of Social Policy at University College London. Her research focuses on policies and practices that can reduce gender inequalities, promote greater work-family balance, and improve family well-being. She is an editor of the Annual Review of the International Network on Leave Policies and Research (leavenetwork.org). She is a member of the Cost Action Parental Leave Policies and Social Sustainability. Her most recent books are *Social Research for our Times* (edited with Claire Cameron, Alison Lamont & Peter Moss), UCL Press, 2023 and *Research Handbook of Leave Policies* (edited with Ivana Dobrotic and Sonja Blum, Edward Elgar, 2022).

Conference Welcome Address Speakers

Anne Boddington

Professor Anne Boddington is Executive Vice-President and Provost of IAFOR, and oversees the academic programs, research and policies of the forum.

Anne Boddington is Professor Emerita of Design Innovation and has held executive and senior leadership roles in Higher Education including as Dean of Arts & Humanities at the University of Brighton, Pro Vice- Chancellor for Research, Business & Innovation at Kingston and Pro Vice- Chancellor for Research and Knowledge Exchange at Middlesex University.

In 2022 she concluded chairing the Sub Panel (32) for Art & Design: History, Practice & Theory as part of the Research Excellence Framework (REF2021) and has extensive experience in the governance and conduct of peer review, research evaluation and assessment in REF2014 (Sub Panel Deputy Chair and Equality Diversity Advisory Panel [EDAP]) and RAE2008. A former member of AHRC's Advisory Board, she is the current Chair of the Advisory Board for the UKRI's National Interdisciplinary Circular Economy Research (NICER) programme (£30M), Deputy Chair and a Trustee of the Design Council, the government's strategic advisor for design, and a member of both the InnoHK Scientific Committee (Hong Kong) and the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ).

Since the 1990s Anne has worked across the UK and internationally with a wide range of quality assurance, professional, statutory, and regulatory bodies in the UK, Europe, the Middle East, Hong Kong, and India. As an independent consultant she now works as a strategic advisor and mentor and is committed to promoting equity, diversity, and inclusion in practice, developing effective governance, supporting career development, reducing bureaucracy, and improving organisational design, integrity, and productivity in the changing workplace.

Evangelia Chrysikou

Dr Evangelia Chrysikou is Associate Professor at The Bartlett School of Sustainable Construction, Program Director of the MSc Healthcare Facilities, and a medical architect. Deputy Director for Enterprise at the Bartlett School of Sustainable Construction, UCL. She is also Vice-President of the Urban Health Section (EUPHA) and RIBA Chartered Member. Member of the National Accessibility Authority in Greece by invitation from the Greek Prime Minister, Kyriakos Mitsotakis. She specialises in healthcare facilities, holding a rare PhD on mental health facilities from UCL and a very prestigious Marie Curie H2020 Individual Fellowship. Evangelia authored the national guidelines for mental health facilities in the community for Greece on behalf of the European Union. Additionally, she authored the books 'Architecture for Psychiatric Environments and Therapeutic Spaces' and 'The Social Invisibility of Mental Health Facilities', is a healthcare architecture editor, reviewer, active member of several professional and scientific associations. Accomplished speaker on multi-disciplinary and cross sector audiences, including a TEDMED presentation and numerous TV and radio broadcastings. Senior Fellow of the Higher Education Academy. Royal Society of Arts (RSA) Fellow and Royal Society of Medicine (RSM) Senior Associate Member.

The 10th IAFOR International Conference on Education in Hawaii (IICE2025)
The 5th IAFOR International Conference on Arts & Humanities in Hawaii (IICAH2025)

January 03-07, 2025 | Hawaii, United States & Online

Abstract Submission Deadline: October 10, 2024

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Notes

Notes

The global humanitarian crisis of refugee and forced migration flows is among the most pressing challenges to domestic and international governance. Securing access to higher education is among the most intractable challenges faced by refugees. Yet, securing higher education rights for refugees is critical not only for refugees' self-empowerment, but also for the peaceful development of communities. Despite this, barriers remain prevalent. This research focuses on four of the most positive national governance provisions in Canada, Norway, and Australia, and the existing policy for access to higher education for North Korean refugees in South Korea. It is notable that these four countries are identified as middle powers, and middle powers often provide the impetus for global governance reform as an aspect of their niche diplomacy. Indeed, global governance reform represents a 'noble opportunity' for a middle power not only to aid the most vulnerable individuals and groups, but also raise its own prestige and influence on the international stage by complying with the norms of the liberal international order. Hence, the position of these case studies represent one of the most promising avenues for overcoming governance challenges related to both the humanitarian crisis and the transition to peaceful cosmopolitan societies.

Brendan Howe

Brendan Howe is Dean and Professor of the Graduate School of International Studies, Ewha Womans University, South Korea, where he has also served two terms as Associate Dean and Department Chair. He is also currently the President of the Asian Political and International Studies Association, and an Honorary Ambassador of Public Diplomacy and advisor for the Korean Ministry of Foreign Affairs. He has held visiting professorships and research fellowships at the East-West Center (where he is currently enjoying a second term as a POSCO Visiting Research Fellow), the Freie Universität Berlin, De La Salle University, the University of Sydney, Korea National Defence University, Georgetown University, Universiti Malaysia Sarawak, and Beijing Foreign Studies University.

Educated at the University of Oxford, the University of Kent at Canterbury, Trinity College Dublin, and Georgetown University, his ongoing research agendas focus on traditional and non-traditional security in East Asia, human security, middle powers, public diplomacy, post-crisis development, comprehensive peacebuilding and conflict transformation. He has authored, co-authored, or edited around 100 related publications including *Society and Democracy in South Korea and Indonesia* (Palgrave, 2022), *The Niche Diplomacy of Asian Middle Powers* (Lexington Books, 2021), *UN Governance: Peace and Human Security in Cambodia and Timor-Leste* (Springer, 2020), *Regional Cooperation for Peace and Development* (Routledge, 2018), *National Security, State Centricity, and Governance in East Asia* (Springer, 2017), *Peacekeeping and the Asia-Pacific* (Brill, 2016), *Democratic Governance in East Asia* (Springer, 2015), *Post-Conflict Development in East Asia* (Ashgate, 2014), and *The Protection and Promotion of Human Security in East Asia* (Palgrave, 2013).

Keynote Presentation: Marcelo Staricoff

The Joy of Not Knowing and Why It's So Brilliant to Not Know!

Thursday, July 11, 2024 | 11:40-12:00 | SOAS, Brunei Gallery Lecture Theatre & Online

Albert Einstein once said that as a teacher, he never taught his students, he just provided the conditions in which they could learn. In this practical and interactive session, we will argue that it is not enough to just create the conditions in which students are able to learn; we also need to create the conditions in which students are intrinsically motivated to want to learn. We will postulate that in order to create these conditions, we need to free students from the worry and anxiety that is usually associated with the process of learning, which inevitably places us in an emotionally uncomfortable position as we find ourselves in a state of not knowing, of being uncertain and of finding things difficult. We will examine how, as educators, we can use the principles that underpin the Joy of Not Knowing (JONK) model of learning and philosophy of education to demonstrate how we can create learning environments where the students love not knowing and where the learning is co-constructed with the students. We will discuss how intrinsically motivated learners help to create classroom cultures where all students are keen to embrace the curriculum with enthusiasm and feel free to take risks with their creative, critical and philosophical thinking, seeking, rather than avoiding challenge and uncertainty, within a culture that provides them with all they require to be able to thrive socially, emotionally, culturally and cognitively.

We will discuss how the art of teaching is so dependent on this ability to create the conditions that enable students to feel comfortable with being uncomfortable. We will explore the idea that these conditions must be established prior to the beginning of any formal learning and demonstrate how this is achieved by dedicating the first of the academic year to a Learning to Learn Week. We will also argue and use examples to demonstrate that students' learning is at its best when students don't realise that they are learning (the concept of dis-metacognition), when students are encouraged to access their learning using all the richness of language and culture that they bring with them (the concept of multilingual thinking in multicultural classrooms), where the learning is presented through an intellectually playful lens (the concept of the philosophical learning objective as part of classrooms that function as values and children's rights-led, democratic, dialogic-rich communities of inquiry), where learners all feel equally valued and are able to develop a deep and lifelong love of learning (the concept of personalised models of learning and the lifelong learning dispositions) and where the purpose of education is at the heart of the teaching and learning process (the concept of knowledge is of limited value unless it is accompanied by understanding and the wisdom that then enables all individuals to contribute positively to society- education as catalyst of social justice, cultural capital and of a sustainable and peaceful world).

Marcelo Staricoff

Dr Marcelo Staricoff is a Lecturer in Education at the University of Sussex, United Kingdom. Marcelo is currently the joint Course Leader of the BA Primary and Early Years with QTS Course and will also take on the leadership of the Masters in Education Course from September 2024. He is the author of the book entitled *The Joy of Not Knowing* (Routledge, 2021), a publication on the Philosophy of Education Transforming Teaching, Thinking, Learning, and Leadership in Schools. A former scientist and primary school headteacher, Dr Staricoff has worked on behalf of UNICEF with policy makers, educators, and textbook publishers to implement a reformed national curriculum in Uzbekistan. He also works for the Coram Children's Charity alongside implementing courses and advising several schools and educational organisations in the United Kingdom.

Dr Staricoff speaks regularly at national and international events on the principles that underpin The Joy of Not Knowing's philosophy of education and school leadership. He is also the author of its predecessor, *Start Thinking* (Imaginative Minds, 2005) and has published widely in the fields of creative, critical, multilingual, multicultural, and philosophical thinking and learning in the classroom. A member of the All-Party Parliamentary Group on Education (APPG) and Chair of the Michael Aldrich Foundation, Dr Staricoff's work and his contributions to education have been widely recognised, being named as a Founding Fellow of the Chartered College of Teaching in 2019 and through his assignment as a Fellow of the Higher Education Academy in 2023.

Panel Discussion: Donald E. Hall, Brendan Howe, Ljiljana Marković, Anne Boddington (moderator)

Educating for Peace: Conflicting Narratives, Migration, Immigration and Global Citizenship

Thursday, July 11, 2024 | 13:40-14:40 | SOAS, Brunei Gallery Lecture Theatre & Online

"*Those who tell and claim the stories, control the world*" (Plato), and the stories we are told and tell are flesh on the bones of power.

It seems we are living through a time of increasing polarisation. The world feels ever more fractured, unsettled and unsettling, whether due to narratives of migration and immigration, of conflict, war or through natural crises, that are more or less catastrophising depending on who is telling the story.

In many parts of the globe, nations and communities have been dispossessed and destabilised in both the global north and the global south. There are around 120M displaced peoples that are on the move, separated from the place they once called home, opportunities for formal educational support have disintegrated and the opportunities to exercise some agency over their lives and to unlock and fulfil their potential are no more. We have a humanitarian crisis, and focus our attention on relieving the crisis, with no long-term view as to how we tackle the long-term challenge. We are here in the sixth largest economy in the world, with a well-respected and established higher education system that has welcomed and educated students from across the world for over 150 years and that has been a central pillar of the UK's global influence and soft power. Since the 1980's international students have an immeasurable cultural contribution and a growing financial contribution to the UK economy (c.£42BN in 2022) - more overseas earnings than the oil and gas industry, and yet we increasingly conflate two narratives, one of 'immigrants and refugees' of stopping 'illegal migration' with that of the enrichment and value that our international students bring to university life and how we (as students and educators) learn about what it is to be a global citizen in theory but most importantly in practice, through the meetings of minds and cultures. Students and faculty have been castigated for protests and for challenging national investments, as the stories are enacted on campus reinforcing the need to educate for peace, for global and responsible citizenship.

Despite growing concerns for destructive and extreme forms of activism that can be socially destructive and self-defeating, '*a riot is the language of the unheard*', as Martin Luther King noted. It is often what we fail to hear in dominant national and political narratives. It is where the space and place (and arguably a key responsibility) of higher education to surface and debate contested alternative narratives, to consider the plight of others, to consider how we all have to continuously work, not only to maintain a status quo and tranquillity for those privileged by any dominant narrative; but where we are able to listen, to hear other voices, to reflect and to act and improve on justice, equity and humanity as the means to maintain an (always) uneasy but essential peace.

In recent weeks we have seen competing narratives played out within higher education and that challenges the views of individual nations. The conflicting narratives and tragedies of Ukraine and Russia, and Gaza have been contested on campuses across the world. Snap elections in Europe and alarm of the rise of the 'far right', world politics in 2024 are febrile, including here in the UK.

In this context and through the lens of IAFOR's international, intercultural, and interdisciplinary mission, we are very fortunate this afternoon to have with us three panellists who will debate these challenges and we hope you will engage with them too.

Donald E. Hall

Brendan Howe

Ljiljana Marković

Ljiljana Marković is a Professor of Japanese Studies in the European Centre for Peace and Development (ECPD) of the United Nations University for Peace, and Special Advisor to the Executive Director and ECPD Academic Director. She is also a Visiting Professor at Toho University and Osaka University, Japan, and Gabriele d'Annunzio University, Italy.

Professor Marković is the author of a large number of publications in the fields of Japanese Studies and Economics. She completed her bachelor's and master's degrees at Cambridge University, United Kingdom, before pursuing her doctorate at Chuo University, Japan. For many years, she was a Professor at the Faculty of Philology at the University of Belgrade, Serbia, with terms as Dean (2016-2020) and Vice Dean of Financial Affairs (2008-2016). She has served as the Chairperson of the International Silk Road Academic Studies Symposium since 2017.

Professor Marković received the Gaimu Daijin Sho Award from the Minister of Foreign Affairs of Japan in 2010. In the following year, she received the Dositej Obradovic Award for Pedagogical Achievement. Professor Marković recent accolades include the Medal of Merit by the President of Serbia in 2020, the Isidora Sekulic Medal for Academic Achievement in 2021, and the Order of the Rising Sun (Gold Rays with Rosette) in 2022, an Imperial Decoration awarded by the Government of Japan for her 'outstanding contribution to establishing and improving friendly relations with Japan'.

Anne Boddington

Helping Us To Help Ourselves – How Assistive Robots and AI Can Change the Dynamics of Supporting Healthy Ageing and Social Care

Friday, July 12, 2024 | 10:15-10:35 | SOAS, Brunei Gallery Lecture Theatre & Online

Assistive robots and AI offer the potential to transform people's ability to manage their own health, particularly those with the greatest need and lack of adequate support.

This presentation introduces Professor Caleb-Solly's ongoing exploration of how connecting robots with different types of sensors can provide real-time information to not only support self-management, but also facilitate timely preventative interventions. These technologies are disruptive and will lead to new models of care. To ensure that assistive robots are functionally competent, safe, and robust enough to be deployed at scale, a co-design approach was adopted in this research, including the use of a participatory approach to explore the ethical, legal, social, and organisational aspects and ensure that the use of assistive robots is indeed effective and empathetic. Recent advances in the field of assistive robotics and AI will be discussed alongside the challenges and approaches for designing assistive robots that add value to our lives. An overview of research findings from the EPSRC Healthcare Technologies Network+ project Emergence will also be introduced, an effort to create a sustainable healthcare robotics eco-system which connects researchers, industry, and healthcare providers, in order to build the infrastructure and systems to drive healthcare robotics research and development to support people living with frailty.

Praminda Caleb-Solly

Praminda Caleb-Solly is Professor of Embodied Intelligence at the University of Nottingham, United Kingdom, where she leads the Cyber-physical Health and Assistive Robotics Technologies research group. She holds degrees in Electronic Systems Engineering, Biomedical Instrumentation Engineering, and a PhD in Interactive Evolutionary Computation. From 2014 to 2018, she was the Head of Electronics and Computer Systems at Designability, an assistive technology SME. In 2020, she co-founded Robotics for Good CIC, a start-up to enable deployment of leading-edge intelligent robotics and smart technology solutions that seek to empower people in their everyday lives.

Professor Caleb-Solly's academic publications cover machine learning and human-robot interaction. She also co-authored the UK-Robotics and Autonomous Systems White Paper on Robotics in Social Care: A Connected Care EcoSystem for Independent Living; and gave evidence to the UK House of Lords' Science and Technology Committee inquiry into Ageing: Science, Technology and Healthy Living. She is currently leading an EPSRC Healthcare Technologies Network, Facilitating the Emergence of Healthcare Robots from Labs into Service, and also serves as a member of the British Standards Institute's Technical Committees on Service Robot Safety and Ethics.

The Examination of Eye Movements in Language Learning Research: A Focus on Vocabulary

Friday, July 12, 2024 | 11:00-11:20 | SOAS, Brunei Gallery Lecture Theatre & Online

Vocabulary is one of the key components of language proficiency and is crucial for successful communication in a second language. Learners need to acquire large vocabulary sizes in order to understand a range of written and spoken texts, as well as to communicate with ease with others in the target language. Thus, a main concern of language researchers and practitioners has been to find effective approaches to support learners in acquiring the huge vocabulary learning targets. Vocabulary gains in research studies have traditionally been measured using offline tests, e.g., post-treatment vocabulary tests. However, in the last decade, we have witnessed an unprecedented increase in the number of vocabulary studies using eye-tracking, specifically to explore learners' online processing of new words and their relationship with lexical gains. Until now, eye-tracking and its techniques have been predominantly used in psycholinguistics and cognitive psychology as a measure of cognitive effort and attention allocation. Second language acquisition research has begun to incorporate the utilisation of eye-tracking as a key tool for language acquisition studies. The aim of this presentation is to provide an overview of what eye-tracking has shown so far in its early stages as a tool to study second language vocabulary learning. The presentation will first provide an introduction to the eye-tracking technique, showing its main advantages and affordances for the study of vocabulary learning. It will then illustrate the use of eye-tracking in vocabulary research, through the presentation of examples from recent studies on learning from reading and subtitled viewing. Directions for future research will be identified as well during the talk.
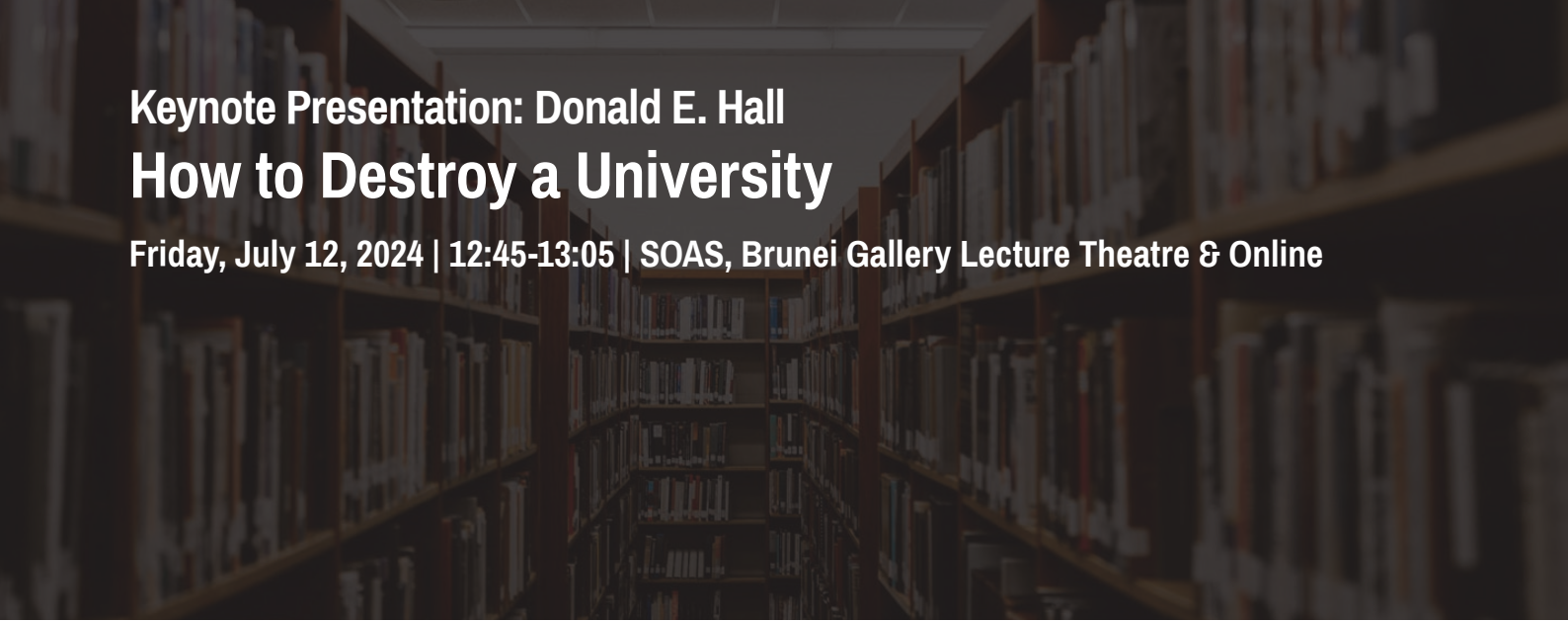
Ana Pellicer-Sánchez

Dr Ana Pellicer-Sánchez is an Associate Professor of Applied Linguistics and TESOL at the Institute of Education in the Faculty of Education and Society at University College London (UCL), United Kingdom. She is a member of the UCL Centre for Applied Linguistics, where she conducts research on second language acquisition. Her research focuses on the teaching and learning of vocabulary in a second or foreign language. Recently, she has turned her focus on the use of eye-tracking technology to examine the cognitive processes involved in vocabulary learning when using different input conditions. Her work has appeared in international journals such as *Language Learning*, *Language Teaching Research*, *Language Teaching*, *Studies in Second Language Acquisition*, and *The Modern Language Journal,* among others. She is co-author of *Eye-tracking in Applied Linguistics Research* (2018), and co-editor of *Understanding formulaic language: A second language acquisition perspective* (2019). She has recently co-edited a special issue on *Eye-tracking in Vocabulary Research* in *Research Methods in Applied Linguistics* (2024).

Dr Pellicer-Sánchez has participated in a number of national and international projects and committees, exploring the acquisition of English in different contexts. She has been the convenor of the Vocabulary Studies Special Interest Group of the British Association of Applied Linguistics (2018-2022) and the co-chair of the London Second Language Acquisition Research Forum (2019-2021). She is also a founding member of the British Council Eye-tracking Special Interest Group. Currently, she serves as associate editor of *The Language Learning Journal*, and as a member of the advisory board of various academic journals.

Universities across the globe are under attack, and threats are coming from many directions. Some of us find ourselves at ground zero in the culture wars: in the United States, for example, college campuses have become battlegrounds over questions of social justice, fact-based understandings of history, and the roots of inequality. American universities have seen intense verbal and even physical clashes arising from differences in opinion over the causes of and solutions to ongoing conflict in the Middle East, as well as proxy battles over the role of diversity offices and initiatives attempting to address systemic racism.

However, some existential threats come not from external cultural forces, but instead from disastrous internal leadership decisions and governmental policies.

In this call to action, I want to examine the tragic situation that one of my former employers—West Virginia University—finds itself in. A noxious combination of financial mismanagement, ignorance of enrollment trends, and wholesale state divestment from higher education has led to a gutting of key liberal arts programs, the termination of many tenured faculty, and deep cost-cutting that signals an impending death spiral of diminishing worth. We who are on the frontlines must find ways to challenge those who, through willful actions or ignorance, threaten the very existence of universities as we know them. This is not a call to martyrdom, but it is a call to action.

In this address, which will reference (among others) works by Michel de Certeau and Michel Foucault, both of whom were embroiled in the radical politics that shook late 1960s French higher education, I will argue for a multivalent tacticality that is at once radical in intent but also self-protective in nature. I ask conference members to take the work of IAFOR, its advocacy for international/intercultural/interdisciplinary understanding, back to their home campuses. The empathy, self-awareness, and commitment to understanding that we learn to exercise at IAFOR conferences represent critical skill sets we must draw on as we grapple with and respond to the growing volatility of our academic lives.

Donald E. Hall

Donald E. Hall is Provost and Executive Vice President for Academic Affairs at Binghamton University (SUNY), United States. He was formerly Dean of the Faculty of Arts, Sciences, and Engineering at the University of Rochester, United States, and held a previous position as Dean of Arts and Sciences at Lehigh University, United States. Provost Hall has published widely in the fields of British Studies, Gender Theory, Cultural Studies, and Professional Studies. Over the course of his career, he served as Jackson Distinguished Professor of English and Chair of the Department of English (and previously Chair of the Department of Foreign Languages) at West Virginia University. Before that, he was Professor of English and Chair of the Department of English at California State University, Northridge, where he taught for 13 years. He is a recipient of the University Distinguished Teaching Award at CSUN, was a visiting professor at the National University of Rwanda, was Lansdowne Distinguished Visiting Scholar at the University of Victoria (Canada), was Fulbright Distinguished Chair in Cultural Studies at Karl Franzens University in Graz, Austria, and was Fulbright Specialist at the University of Helsinki. He has also taught in Sweden, Romania, Hungary, and China. He served on numerous panels and committees for the Modern Language Association (MLA), including the Task Force on Evaluating Scholarship for Tenure and Promotion, and the Convention Program Committee. In 2012, he served as national President of the Association of Departments of English. From 2013-2017, he served on the Executive Council of the MLA. His current and forthcoming work examines issues such as professional responsibility and academic community-building, the dialogics of social change and activist intellectualism, and the Victorian (and our continuing) interest in the deployment of instrumental agency over our social, vocational, and sexual selves. Among his many books and editions are the influential faculty development guides, *The Academic Self* and *The Academic Community*, both published by Ohio State University Press. *Subjectivity* 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.

Humanities at the Helm: Mobilizing Scholars to Confront the Planetary Climate Crisis

Friday, July 12, 2024 | 13:20-13:40 | SOAS, Brunei Gallery Lecture Theatre & Online

As the challenges of climate change mount, the role of humanists in addressing this existential threat has become increasingly important. While science undoubtedly plays the pivotal role in understanding and mitigating climate change, a review of the literature (Levine, 2023; Schaus, 2020) shows that humanists have generally been complacent spectators. There is scant analysis regarding the ways in which humanism can engage productively in the conversation on climate change and what it can bring to the table. This paper aims to change that. The research design employed involves a comprehensive examination of the possible intersections between humanism and climate action through a multidisciplinary lens. Drawing upon the work of noted scholars like Caroline Levine, Amitav Ghosh, and Marc Schaus, the paper synthesises diverse perspectives to elucidate the potential roles and responsibilities of humanists in combating global warming. Additionally, qualitative analysis of historical and contemporary examples of humanist texts is utilised to illustrate several practical applications of humanistic principles in addressing the climate crisis. This results in the itemisation of socio-cultural insights with which humanism can serve as a catalyst for transformative change in the fight against climate change. This paper concludes that exclusive to humanists are specific weapons with which to tackle the climate crisis, as well as an arsenal of unique perspectives that can be used to advocate for systemic change, promote sustainable lifestyles, and cultivate that ethical sense of environmental stewardship that science alone cannot bring to bear on the crisis.

Alfonso García-Osuna

Alfonso J. García-Osuna has taught at Hofstra University and at City University of NY-Kingsborough for over 35 years. He specialises in mediaeval and early modern literature, receiving his PhD (1989) from the Graduate School of the City University of New York. He has completed postdoctoral work at the University of Valladolid, Spain, has published six books, and is a frequent contributor to specialised journals. Additionally, Dr García-Osuna is the editor of the *IAFOR Journal of Arts and Humanities*.

Alfonso received primary and secondary education in Las Palmas in the Canary Islands, the place where his family originated and where he grew up. An avid cyclist, he has completed the Road to Santiago, an 867-kilometre route through northern Spain, eight times.

Keynote Presentation: Neelam Raina

Invisiblised and Erased Narratives – Essential Views from the Margins

Friday, July 12, 2024 | 13:55-14:15 | SOAS, Brunei Gallery Lecture Theatre & Online

Today's middle ground seems to be less 'on point' and an unfashionable place to be, the echo chamber effect of polarised thinking, in this bumper year of elections, gives us time to pause and reflect on where we have arrived after a worldwide pandemic. Our world is getting far more violent: conflict event rates have increased by over 40% from 2020 through 2023; and increased 12% in 2023 from 2022 rates (ACLED 2024). We have scattered, fragmented spaces where an open constructive global dialogue could be undertaken. These spaces are in short supply for young people across the world, who have constrained access to alternative narratives, histories, and writing. We risk the erasure of such spaces for our youth as each generation that passes takes with it memory, wisdom and note keeping of the middle ground. This talk discusses how this middle ground is key to addressing global challenges and explores how we could hold on to this shrinking space.

Neelam Raina

Dr Neelam Raina is an Associate Professor of Design and Development at Middlesex University, London. Her research interests include conflict, security, peace building, material cultures, gender, and livelihood generation in fragile, conflict affected states. Raina's work explores notions of healing, trauma, peace and reflection through the embodied practices of making, using material culture and tacit knowledge as the underpinning for approaching violence and peace building and for sustainable income generation. Raina is a post conflict reconstruction expert with a focus on South Asia where she has conducted extensive empirical research over the last two decades. The Women, Peace and Security agenda is key to Neelam's and her research seeks to foreground voices of vulnerable and marginalised women.

Dr Raina has led several large-scale competitively funded research projects which examine material and social practices through which Muslim women in conflict areas reproduce themselves on a daily and generational basis, and through which the social relations and material bases of capitalism are renewed. Her work allows connections to be built between, creative home-based workers who are largely seen as peripheral, to development economics, and on the fringes of formal employment and contributors to GDP; to the larger notions of peace building, countering and preventing violent extremism, poverty spirals and conflict theory through culturally significant, socially relevant practices. She connects the British creative industry into solution-based impactful approaches to global challenges through research. Raina is a strong advocate for Afghan women and is the Director of the Secretariat to the All-Party Parliamentary Group (APPG) on Afghan women and girls in UK parliament. Her research in Afghanistan is ongoing as she brings women's tacit knowledge to commercially viable spaces from the confines of the home.

Raina has a PhD in Design and Development, and a Master's in Design and Manufacture from De Montfort University, Leicester. From 2018-2021, she was the Challenge Leader for UKRI's Conflict and Security Portfolio for the Global Challenges Research Fund. Raina has been a Visiting Fellow at the London School of Economics at the Centre for Women, Peace and Security. She is the editor for the *International Journal of Traditional Arts*, and her new work *Creative Economies of Culture in South Asia – Performers and Craftspeople* was published in 2021.

'It is time to hit pause on AI.' In March 2023, hundreds of artificial intelligence experts endorsed that message in an open letter to leaders of the world's most powerful technology firms. Future risks are too great, they wrote, and the current pace of AI innovation is too rapid. Yet this letter gets at least one important detail wrong; if innovation is to increase public benefit and not just shareholder value, it's critical that society gets a say in the direction of innovation, not just its speed.

This talk will highlight multiple emerging directions of AI in health and care sectors and beyond. Appraising these directions is vital for democratic decision making about who should benefit from innovation such as AI, and who should pay. Moreover, focussing policy and public debate on how AI is being directed shows us that AI is not inevitable; its directions are influenced by a range of people, organisations, and interests across society.

The talk will combine perspectives on policy with research on public values in artificial intelligence and insights from care professionals as they try to get to grips with robotic, automation, and AI systems. It will show that regulation must be matched by capability building and collective action if AI is to empower those who work and depend on care services and not exclude them.
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Cian O'Donovan

Dr Cian O'Donovan is a Senior Research Fellow in the Department of Science and Technology Studies at University College London, United Kingdom. He studies the policies and processes of AI, robotics, and digital change using social science-led interdisciplinary approaches. Dr O'Donovan collaborates with people directly impacted by innovation, such as organisations, industry professionals, and service-users in care sectors. He is currently leading research that investigates what happens when innovation appears in sectors usually neglected by technology policy or Silicon Valley, asking questions such as who really benefits from innovation in said sectors; who is driving and steering change within them, and what are the impacts of innovative intervention for people and the planet? Dr O'Donovan has been steadfast in his work to ensure this research contributes to public engagement and movement building that can challenge powerful interests in order to achieve a more sustainable and fairer world. In 2014, he co-founded Uplift, Ireland's largest digital advocacy organisation for progressive social change.

Keynote Presentation: David Mallows
AI in Education

Friday, July 12, 2024 | 15:20-15:40 | SOAS, Brunei Gallery Lecture Theatre & Online

As higher education professionals, should we be worried about the lack of transparency, and the complex ethical issues that surround the development of AI and its application in higher learning institutions? This talk will discuss AI and education, specifically higher education, with special consideration in regards to the impact that AI might have, or is already having, on teaching and scholarship in our universities. The concept of AI literacy, currently being tentatively defined in scholarship, can largely be defined as a development of critical literacy, and should be highlighted for students as part of modern study within university curricula. This talk will argue that in order to counter the negative aspects of AI, educators and learners alike should be involved in the development of AI for education, not just subject to it. We should seek to influence the technology rather than just work reactively to adapt it (or more likely to adapt to it).

David Mallows

Dr David Mallows is an Associate Professor at the University College London (UCL) Institute of Education in the United Kingdom, where he also directs the IOE Academic Writing Centre. He has over 35 years of experience in adult education as a teacher, trainer, and researcher. His past roles include training future ESOL teachers and managing CELTA and other initial and continuing training programs.

Dr Mallows also held the position of Director of Research at the National Research and Development Centre for Adult Literacy and Numeracy (NRDC), directing a diverse range of research projects on adult literacy, language, and numeracy. He currently collaborates with colleagues in Spain, Brazil, and Portugal on adult education research.

In addition to his research activities, Dr Mallows currently contributes to the UCL Institute of Education's MA TESOL program, leading the English Language Teaching Classroom Practice module. He also supervises PhD students in the fields of adult education and academic writing.

IAFOR Undergraduate Research Symposium (IURS) Workshop

Friday, July 12, 2024 | 16:00-16:45 | SOAS, Brunei Gallery Lecture Theatre

The International Academic Forum (IAFOR) is introducing the IAFOR Undergraduate Research Symposium (IURS) to major cities across the world in 2024. IURS is an international symposium with academic capacity-building programmes tailored specifically for undergraduate students to acquire and develop presentation skills, and subsequently present high-level conference presentations onsite at an international IAFOR conference. The inaugural multi-city IURS2024 series will be held in Incheon and Tokyo, in conjunction with IAFOR's education conferences.

IURS is a wonderful opportunity to involve undergraduate students in the international academic community. Through the Symposium, students can immerse themselves in professional academic conferences, as well as develop career-building skills and participate in the international academic conference environment. Through a two-day programme, experienced facilitators will train the students on how to formulate their thoughts and communicate their ideas via academic poster presentations through an online workshop. These skills will then be demonstrated onsite to their peers and international academics alike during the affiliated IAFOR conference.

Grant Black

Professor Grant Black is a professor in the Faculty of Commerce at Chuo University, Tokyo, Japan, where he has taught Global Skills and Global Issues since 2013. Professor Black is engaged in diverse roles as a global manager, systems builder, executive leader and university professor. His research and teaching areas include global management skills, intercultural intelligence (CQ) and organisational management. He also has taught Japanese Management Theory at J. F. Oberlin University (Japan), and a continuing education course in the Foundations of Japanese Zen Buddhism at Temple University Japan. Previously, he was Chair of the English Section at the Center for Education of Global Communication at the University of Tsukuba where he served in a six-year post in the Faculty of Humanities and Social Sciences. He holds a BA Highest Honors in Religious Studies from the University of California, Santa Barbara; an MA in Japanese Buddhist Studies from the University of California, Los Angeles; and a PhD in Social Science (DSocSci) from the Department of Management in the School of Business at the University of Leicester. Professor Black is a Chartered Manager (CMgr), the highest status that can be achieved in the management profession in the United Kingdom. In 2018, he was elected a Fellow of the Chartered Management Institute (FCMI) and Fellow of the Royal Society of Arts (FRSA). Professor Black is President of Black Inc. Consulting (Japan), a Tokyo-based firm specialising in international and intercultural project management, communication projects, and executive leadership and training. He is the director of the Nippon Academic Management Institute (NAMI) and the author of *Education Reform Policy at a Japanese Super Global University: Policy Translation, Migration and Mutation* (Routledge, 2022). He serves as a Vice-President for the International Academic Forum (IAFOR).

James W. McNally

Dr James W. McNally is the Director of the NACDA Program on Aging, a data archive containing over 1,500 studies related to health and the aging life course. He currently does methodological research on the improvement and enhancement of secondary research data and has been cited as an expert authority on data imputation. Dr McNally has directed the NACDA Program on Aging since 1998 and has seen the archive significantly increase its holdings with a growing collection of seminal studies on the aging life course, health, retirement and international aspects of aging. He has spent much of his career addressing methodological issues with a specific focus on specialised application of incomplete or deficient data and the enhancement of secondary data for research applications. Dr McNally has also worked extensively on issues related to international aging and changing perspectives on the role of family support in the later stages of the aging life course.

CYLCHGRAWN ADDYSG CYMRU

Cyfnodolyn mynediad agored platinwm, a adolygir yn ddwbl-ddall gan gymheiriaid sy'n cyhoeddi gwaith ymchwil cenedlaethol a rhyngwladol ar ymarfer a pholisi addysg.

Mae *Cylchgrawn Addysg Cymru* yn gwneud cyfraniad allweddol gan gefnogi a datblygu ymhellach y sylfaen ymchwil i addysg yng Nghymru ac yn rhyngwladol, trwy gyhoeddi ystod o erthyglau arloesol, creadigol a gwreiddiol o ansawdd uchel. Yn y rhifynnau a gyhoeddir ddwywaith y flwyddyn, rydym yn croesawu erthyglau llawn sy'n rhoi mewnwelediadau i sut y caiff addysg y presennol a'r dyfodol yng Nghymru ei siapio.

Mae'r casgliad 'Ffocws ar Ymarfer' yn cynnwys erthyglau byrrach sy'n archwilio ymarfer, ble bynnag y mae'n digwydd. Yn y casgliad hwn, rydym yn benodol yn croesawu erthyglau gan ymarferwyr ac ymchwilwyr ar ddechrau eu gyrfa, sy'n cyflwyno mewnwelediadau unigryw i ddimensiynau amrywiol ymarfer addysgol.

Fel cyfnodolyn cwbl ddwyieithog, rydym yn croesawu erthyglau Cymraeg neu Saesneg, a byddant yn cael eu cyhoeddi yn y ddwy iaith.
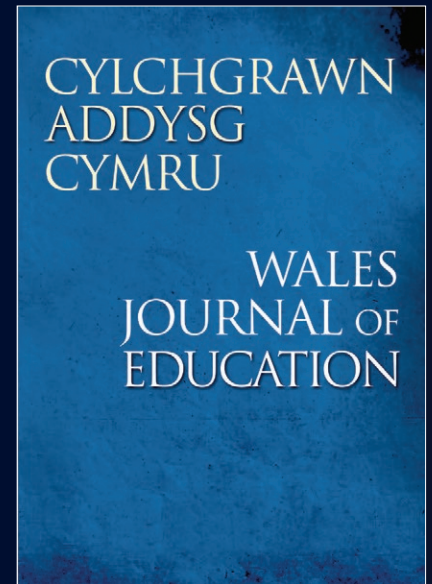
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Thursday Poster Presentations

15:45-16:45 | SOAS, Brunei Suite
Thursday Poster Session

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

15:45-16:45 | SOAS, Brunei Suite
Thursday Poster Session

Arts - Media Arts Practices

80678 | *Rethinking Online Curation After COVID-19: A Comparative Study of Online Exhibitions in Museums in China and the UK*
Xiaoyue Zhang, University of Dundee, United Kingdom

The Covid 19 explosion has forced art museums to accelerate their digital transformation, resulting in new challenges for the responsibilities and scope of curatorial duties in museums, and many scholars have called for curators to rethink online curatorial practices. Thus, this study targets art museums in China and the UK; both countries attempt a variety of digital engagements to support museums' digital development and provide many online exhibition cases during the COVID-19 period. Also, this study provides diverse reflections on online curation through exploring the development of online exhibitions in different cultural contexts. This research aims to explore the challenges faced by curators and the impact of digital media technology on exhibition practice in museums. First, this study analyses the current state of online curation in China and the UK of museums, including online exhibitions based on digital art and physical artworks. Then, for in-depth analysis, the comparison and summary of online exhibition samples in China and the UK, combined with the literature, case studies, and observation. Finally, this study provides suggestions based on the research findings, aiming to support curators better in adapting to the exhibition environment in the digital age and provide valuable references for future online curatorial practice.

Arts - Performing Arts Practices: Theater, Dance, Music

82719 | *Tradition Transforms: Inclusive Language Strategies Applied to Italian Opera*
Brittany Bryant, Università degli Studi di Enna "Kore", Italy

The Italian language maintains an overt morphological gender marking, generally differentiating between masculine [o] and feminine [a] forms. This structure is evolving, with linguists and genderqueer Italians advocating a language that transcends the binary through Strategies for Gender Neutralization (SNG) such as the schwa [ə], asterisk, /u/, /x/, and @ symbol. While SNG has been explored in written and informal contexts, there is a gap in scholarship concerning formal applications and visibility. I postulate that intrinsic to Italian opera are characteristics and history that position it as an ideal outlet for contemporary genderqueer representation. The written libretto (text of an opera) is foundational to each work's realization; one may incorporate SNG to facilitate visibility. I place two stories of transformation at the foundation of my analysis: La Calisto (1651) by Cavalli features singers en travesti (dressed as members of the opposite sex), underlining Italian opera's foundations in gender fluidity and multiplicity. The latter, entitled (m)0rpheus (2021) by Apostolov, highlights identities under the genderqueer umbrella as the first Italian opera on the transgender experience. By using an interdisciplinary framework incorporating queer and sociolinguistic theory, I use case study analyses and reviews of gender-neutralization/nullification strategies, the debate surrounding these strategies, and historical and present-day genderqueer representation in Italian performance spaces. My research offers a framework for activists and artists and promotes discussion of inclusivity and linguistic diversity in the Italian cultural context.

Arts - Teaching and Learning the Arts

80645 | *The Impact of Psychological Empowerment on the Possession of Entrepreneurial Characteristics Among Academic Leaders at King Khalid University*
Abdulaziz Alqahtani, King Khalid University, Saudi Arabia

The current study aimed to reveal the impact of psychological empowerment on the possession of entrepreneurial characteristics among academic leaders at KKU. The study utilized a descriptive correlational approach. A questionnaire was distributed to a sample of 121 academic leaders at KKU, following a random sampling technique. The findings indicated that psychological empowerment has a statistically significant positive impact on the possession of entrepreneurial characteristics among academic leaders at KKU, explaining 71.50% of the total variation. The study also revealed that psychological empowerment (including the four dimensions: meaning, competence, self-determination, and impact) impacted all four of the entrepreneurial characteristics (i.e. the need for achievement, initiative, innovation, risk-taking), explaining 65.5%, 60.6%, 43.5%, and 42.6% of the variation in these dimensions, respectively. It also concluded that self-determination was the most significant variable, influencing the four entrepreneurial characteristics. The study also found that the psychological empowerment and entrepreneurial characteristics of KKU academic leaders reached moderate levels: 3.63 and 3.57.

Ethnicity, Difference, Identity

82199 | *Immigrant Identity and Clothing: A Semi-Systematic Review and Future Directions*
Mei Lai Leung, The Hong Kong Polytechnic University, Hong Kong
Li Li, The Hong Kong Polytechnic University, Hong Kong
Mei Yu Yao, The Hong Kong Polytechnic University, Hong Kong
Tracy Mok, The Hong Kong Polytechnic University, Hong Kong
Jie Zhu, Tongji University, China

In an era of globalization and migration, clothing plays a significant role in negotiating and expressing identity for immigrants. In addition to serving as a symbol of cultural heritage, clothing can also be used to assimilate immigrants and incorporate fashion trends into their assimilation process. Furthermore, clothing choices allow immigrants to express their individuality in their chosen culture. Based on previous research, this paper provides an overview of how immigrants construct or express their identities through clothing and outlines avenues for future research. 25 published articles from the three major databases namely Emerald, Sage Journal and Wiley Online Library related to clothing and immigrant identity were compiled and synthesized. Commonalities, contradictions, and oversights in the literature are identified based on research questions, sample backgrounds, theoretical frameworks, and methodologies and findings. The literature review reveals that acculturation and ethnicity have received considerable attention in previous research. Most research uses the bi-dimensional model and the four models of acculturation as theoretical foundations. Besides, while numerous research has used qualitative approaches to understand the underpinning factors behind immigrant consumption practices for clothing products, quantitative research dominates in predicting immigrant consumption patterns. Future research should combine various methods based on the complexity of identity. According to the study, inter-disciplinary research, glocal identity, identity disassociation, self-selected culture, and glocal marketing strategies can be investigated further based on prior research.

Thursday Poster Session

Other Humanities

82965 | *PsyAid: Innovating Psycho-Education to Promote Psychological First Aid (PFA) for COVID-19 Pandemic Survivors*
Earlene Rundengan, Utrecht University, Netherlands
Angelina Kartini, Airlangga University, Indonesia

This study aims to demonstrate how Psychological First Aid (PFA) can enhance mental health among COVID-19 survivors through psycho-educational tools such as video learning and social media content. Addressing the 25% increase in anxiety and depression among COVID-19 survivors (WHO, 2022), the PFA model provides immediate help and support to individuals in distress due to a recent crisis. It is simple and straightforward, focusing on methods to reduce distress during times of fear, anxiety, and uncertainty. While not a long-term solution, the PFA model is valuable and timely during emergencies, such as the COVID-19 pandemic (Minihan et al., 2020). Therefore, the PFA model could help address the shortage of mental health professionals in Indonesia, where only 3,970 mental health workers are available, constituting about 0.1125% of the 3.53 million COVID-19 survivors. PFA can be implemented by anyone with appropriate training (Fox et al., 2012). Using a sample size of 59 Indonesian COVID-19 survivors and employing a curriculum design research method by Akker et al. (2010), this study found notable improvements in knowledge and attitudes among participants exposed to PFA psycho-education (PsyAid). Participants received five learning modules through video and social media content. Data were analyzed using the Wilcoxon Signed Rank Test, revealing significant differences in the cognitive dimension with a p-value of .00 (p < .05). Additionally, the majority of participants expressed intent to recommend PsyAid to others, recognizing its benefits in providing immediate emotional and practical support and helping survivors manage stress and anxiety effectively right after a crisis.

Teaching and Learning

80746 | *Exploring the Link Among Teaching Approach, Intervention Plan and Outcome on Nigerian ESL Learners' Competence: A Follow-Up Study*
Chinomso Dozie, Federal University of Technology, Nigeria

Several researchers have argued that teaching approach (TA) and intervention plan (IP) have a significantly positive outcome in language teaching/learning particularly in second language (L2) learning which is otherwise fraught with first language (L1) and or interlanguage transfers. Although TAs and IPs have been known to improve student outcomes when implemented with strict control and supervision by researchers/teachers, it is uncertain whether these tools measure accurately when applied under real educational/instructional conditions. Three effective teaching techniques were used in the study to improve students' writing proficiency. This study's goal was to determine the most effective teaching strategy for improving students' writing proficiency. To that end, three different TAs—communicative, eclectic, and task-based—were compared and applied to three experimental groups—A, B, and C—over twelve weeks, with the control group (D) receiving instruction traditionally. A pre-test was administered to forty (40) first-year students/subjects purposively selected from their school at Development Secondary School, Mbaise (DSSM). The effect of the twelve-week treatment period on their essay writing was measured using a post-test. Results varied depending on the group, but most notably, in the post-test assessment, Group B showed major improvement and Control Group D showed no significant progress, while Groups A and C's writing ability improved just a little at best. Findings have indicated and established that TA, IP, and outcome on Nigerian ESL learners' competence are indisputably linked with Eclectic TA as an evidence-based standard measure for optimal improvement.

Adult, Lifelong & Distance Learning

80566 | *The Study on Female Immigrants' Participation in Learning in Taiwan*
Chiung-Ju Wu, National Chiayi University, Taiwan

With the number of immigrants in Taiwan reaching 570,000, they have become the fifth-largest ethnic group in Taiwan. Promoting lifelong learning among immigrants to continuously acquire knowledge is an urgent responsibility for Taiwanese society. In 2023, Taiwan established its first Immigrant Learning Center, primarily targeting immigrants to provide them with avenues for lifelong learning. As of now, a total of 38 Immigrant Learning Centers has been established nationwide. This study aims to focus on female immigrants participating in learning to understand their motivations, current learning status, effectiveness, and factors influencing their participation in learning. The study employs a semi-structured interview outline and interviews seven female immigrants from Immigrant Learning Centers. The results indicate that the motivations of female immigrants for learning include literacy, family management, and employment needs. They engage in a variety of courses, with a preference for practical courses focusing on diverse skill development. Participation in learning enables female immigrants to gain language skills, enhance family management abilities, and improve interpersonal relationships. Factors influencing their participation in learning include the location and timing of classes, the depth of course design, and family support. Based on the research findings, recommendations are provided for Taiwan's immigration education policies and the organizational and curriculum design of Immigrant Learning Centers.

82816 | *Understanding Youth Employment Job Seeking Needs in Taiwan*
Hsiang-Ju Chen, University of Taipei, Taiwan

Taiwan grapples with labor shortage due to declining birth and aging rates. Understanding youth job-seeking needs is vital for crucial for government, employers, and career advisors. This study utilizes secondary data from the 2020 Ministry of Labor (2021) Survey on Youth Employment in Taiwan, comprising 4,185 valid samples aged 15-29 in the labor force from October to November 2020. The survey had a 95% confidence level, with a sampling error of ±1.51%. Data were obtained from the Survey Research Data Archive, authorized for educational use. This study examines job preparation, helpful employment information, and government assistance preferences of young job seekers, focusing on gender disparities. Descriptive statistics and chi-square analysis were used to analyze the data. Results show that young females prefer job preparation through internships or part-time jobs, while males use tools like the Occupational Preference Inventory. Females find interview and job-seeking skills most helpful, while males prefer startup-related information. Female job seekers value government support for developing job-seeking skills, while males prioritize access to startup-related information and resources. In summary, this study identifies different needs and preferences of youth job seekers, particularly regarding gender-specific considerations. The research results can inform the design of career exploration courses by adult educators, the planning of youth job-seeking activities by career counselors, and the formulation of youth employment policies by government departments.

Thursday Poster Session

Assessment Theories & Methodologies

81462 | *Reliability and Validity of the Novelty Need Satisfaction Scale in Physical Education*
Weiting Hsu, National Dong Hwa University, Taiwan
Min Pan, National Dong Hwa University, Taiwan

Self-determination theory (SDT) proposes three basic psychological needs (BPNs) as key drivers of human motivation. Recent studies have suggested the inclusion of a fourth BPN: need for novelty. Objectives: This study aimed to validate the Chinese version Novelty Need Satisfaction Scale (NNSS) in physical education (PE). Methods: The original NNSS was translated into Chinese and underwent confirmatory factor analysis, item analysis, and assessments of internal consistency reliability. Discriminant validity of the Chinese NNSS was established by examining correlations between novelty need satisfaction and the three traditional BPNs. Additionally, the study analyzed the relationships among novelty need satisfaction, autonomous motivation, and enjoyment in PE. Measurement invariance of the Chinese NNSS was tested across different genders and samples. Results: A one-factor, five-item Chinese NNSS was confirmed. The satisfaction of all four BPNs exhibited positive correlations, reinforcing the distinct yet covariant nature of the need for novelty alongside three conventional BPNs. Novelty need satisfaction was found to predict enjoyment in PE through autonomous motivation. The Chinese NNSS also exhibited measurement invariance. Conclusion: The Chinese NNSS is a reliable and valid tool for measuring novelty need satisfaction in PE. The need for novelty plays a distinctive role in predicting autonomous motivation and enjoyment in PE. This integration of the need for novelty into the motivational sequence of SDT offers deeper insights into how BPN satisfaction leads to adaptive outcomes. Future research should leverage this scale to explore the relationships among various BPNs, particularly examining how it interacts with other BPNs.

Counselling, Guidance & Adjustment in Education

80553 | *A Study of University Students' Cynical Attitudes and Their Relationship with Coping Styles*
Ming Chang Tsai, National Chiayi University, Taiwan

Current empirical research on cynical attitudes mainly focuses on the discussion of organizational cynicism in the field of management, often adopting a negative and derogatory perspective towards cynicism, considering it detrimental to organizational development. Departing from the diversity of individual personality traits and the subjectivity of life growth, this study explores the developmental context from classical cynicism to modern cynicism. It argues that while cynical attitudes may contain negative connotations, they still possess elements worthy of positive affirmation and should not be criticized or prohibited. Particularly in the fields of education and psychological counseling, a balanced perspective should be employed in handling students' cynical attitudes. This study, involving 1280 university students Taiwan, utilizes a questionnaire survey to understand the current status of their cynical attitudes and explore the relationship between cynical attitudes and coping styles. The results indicate that university students in Taiwan primarily exhibit classical (positive) cynical attitudes, with the expression of modern (negative) cynical attitudes being less prominent. Significant differences in cynical attitudes are observed among students of different genders and academic fields, and a significant correlation exists between cynical attitudes and coping styles. Based on the findings, recommendations for teaching and counseling university students are proposed, along with suggestions for future research directions.

80835 | *Contextualized Career Adaptability of Emerging Adults: Perspectives for Work-Integrated Learning from Ethiopia*
Dagim Dawit Gonsamo, The Hong Kong Polytechnic University, Hong Kong
Herman Hay Ming Lo, The Hong Kong Polytechnic University, Hong Kong
Edward Ko Ling Chan, The Hong Kong Polytechnic University, Hong Kong

This study investigated the role of personal and contextual assets in promoting career adaptability and the psychosocial well-being of emerging adults in the Ethiopian school-to-work transition regime. Due to the country's ongoing socioeconomic and political instability, the regime faces multiple challenges in providing employment opportunities for many graduates. In contexts where opportunities for work-integrated learning are limited, individual agency and contextual resources are vital in promoting young adults' career adaptability and well-being (Schoon & Heckhausen, 2019). Moreover, adapting to such changing labour market environments and uncertainty requires enhancing the career adaptability of young adults as an important psychological coping resource. Survey data was collected from 607 undergraduate students aged 20-28 from six universities. Structural equation modelling was applied for quantitative analysis. Conversely, participatory photovoice was applied to explore the voices of 42 respondents (male =30 and female = 12) preparing for career transition. Participant's photos and narratives were analysed through a thematic content analysis in NVivo 14. Quantitative results indicate a positive and significant effect of proactive personality and social support on career adaptability and subjective well-being and a negative relationship to career anxiety. An acceptable model fit incidences were reported for both measurement and structural model, and a significant mediation role of career adaptability was confirmed. The qualitative analysis yields five overarching themes. The study suggests valuable theoretical insights and policy implications for contextualized career development intervention.

Thursday Poster Session

Curriculum Design & Development

79344 | *Empowering Young Minds: A Comprehensive AI Education Framework for 4-5-Year-Olds*
Konstantina Tastsi, Palladio School, Greece
Panagiotis Karamalis, Palladio School, Greece

This research abstract presents an innovative AI education framework designed to introduce foundational AI concepts to young learners aged 4–5 years old. The primary objective of our program is to engage children in an age-appropriate manner while fostering an early understanding of artificial intelligence. Our approach begins with an assessment of children's prior knowledge through questions, providing a baseline for personalized learning experiences. The first think that we introduce to the children is that machines, especially robots, do not operate autonomously but require prior programming. We employ basic coding concepts to convey this notion and demystify AI. Then, we integrate hands-on activities such as self-developed applications for machine learning in image recognition, voice recognition, and generative AI for interactive conversations. These practical applications captivate young minds and instill a profound understanding of AI's real-world relevance. One of the highlights of our approach is the introduction of a decision-making game akin to Rock-Paper-Scissors. This game serves as a powerful tool to teach children that robots can be instructed to make strategic decisions, fostering critical thinking and problem-solving skills at an early age. Our research efforts have culminated in a comprehensive AI education framework that is ready to be shared with educators worldwide. We have developed detailed lesson plans and instructional strategies that can be easily adapted to diverse classroom settings. By disseminating our work, we hope to facilitate the broader integration of AI education into early childhood learning, ensuring that young learners are well-prepared for the AI-driven world of the future.

79909 | *The Strategic Curriculum Redesign of Ingeniería En Ciencia De Materiales (ICMA) at Universidad De Guadalajara*
Mariela Bravo-Sanchez, Universidad de Guadalajara, Mexico
Erick Omar Cisneros-Lopez, Universidad de Guadalajara, Mexico
Lorenzo Gildo-Ortiz, Universidad de Guadalajara, Mexico
Sabrina Lizbeth Vega-Maldonado, Universidad de Guadalajara, Mexico
Oscar Blanco-Alonso, Universidad de Guadalajara, Mexico
Marco Antonio Perez-Cisneros, Universidad de Guadalajara, Mexico

The Universidad de Guadalajara, Mexico, has restructured its Licenciatura en Ciencia de Materiales program, now known as Ingeniería en Ciencia de Materiales (ICMA), to align with the evolving demands of the materials science and engineering sectors. This overhaul aims to provide graduates with both advanced technical skills and essential soft skills like adaptability, teamwork, and problem-solving, crucial for innovation and leadership in the modern world. The revised curriculum is supported by high-quality infrastructure, experienced faculty, exchange programs, and comprehensive student services, to enhance employability and professional readiness. The redevelopment follows a holistic pedagogical approach, structured around a Competency-Based Plan with a Mixed Modular Approach. This process encompassed nine stages: i) conducting a SWOT analysis of the existing program; ii) defining the objectives of the program; iii) creating a competencies map; iv) defining the graduate profile; v) drafting the curriculum structure; vi) designing the educational curriculum; vii) presenting the proposal for university endorsement and review; viii) organizing training for academic and administrative staff, and ix) implementing the plan. The curriculum integrates diverse knowledge and methodologies from physics, chemistry, and biology, and incorporates economic, ethical, and environmental aspects. It is designed to develop an in-depth understanding of materials at all levels, enabling graduates to apply their knowledge practically and effectively in a rapidly changing global context. This curricular redesign focuses on modernizing education in key areas like Management and Society, and Emerging Technologies. It features 5 disciplinary areas, and 8 elective modules for specialization, and emphasizes competencies in interpersonal and management skills.

80275 | *Virtual Reality as a Tool for Teaching Employable, Practical Skills in Science-Based Degrees*
Ana Da Silva Costa, University of Glasgow, United Kingdom
Rachel Masson, University of Glasgow, United Kingdom
Susan Lindsay, University of Glasgow, United Kingdom
Alisha Aman, University of Glasgow, United Kingdom
Lesley Graham, University of Glasgow, United Kingdom

Virtual Reality (VR) is a teaching resource increasingly being used to teach skills to workers and students alike. We have recently implemented the use of VR to teach cell culture and laboratory skills to post-graduate (PGT) students. The consequences of poor technique are significant, especially for a PGT student with a limited project time. Aseptic technique requires a high-level of training, and failed culture can often result in loss of materials. The use of VR to train the students in such techniques not only helps to reduce waste and costs, but also give the students opportunities to practice these employable techniques more than they can in a conventional laboratory setting. We started using VR technology to improve student confidence, understanding, and competency when learning new techniques. Initial investigations had two groups of students: group-1 used VR to practice aseptic technique before using the 'real-life' laboratory-setting; group-2 learnt the practical aseptic technique, then used VR to consolidate the knowledge. The feedback from this pilot study was positive, showing that students with prior VR-experience could expect the next steps without fearing consequences. The next stages will include different PGT programmes and backgrounds. The possibilities that can be achieved with VR in education are endless. By incorporating it as a tool for learning complex techniques, like laboratory procedures, we can successfully empower our students with the confidence to perform the procedures in real life laboratory settings and to obtain employable skills.

82531 | *Block & Semester Modes of Delivery: the Impact on Student Outcomes in Different Demographic Groups*
Julian Smith, University of Wolverhampton, United Kingdom
Alan Nevill, University of Wolverhampton, United Kingdom
Michael Alger, University of Wolverhampton, United Kingdom

Higher Education Institutions (HEIs) have increasingly moved away from traditional to block or intensive modes of delivery (Buck, Vieira Braga and Ortiz Granero, 2023). Block & intensive modes of delivery have been shown to increase engagement and achievement, particularly in non-traditional students (Austin and Gustafson, 2006; Burton and Nesbit, 2008; Dixon and O'Gorman, 2020; Loton et al., 2022; Samarawickrema and Cleary, 2021). The aims of this study are to evaluate the impact of a 4-block mode of delivery on student outcomes in the School of Sport in a post-1992 university in the UK. Student outcomes from traditional 2-semester delivery (2017/18-2019/20) were compared with those from 4-block delivery (2020/21-2022/23). Shapiro-Wilk tests of normality indicated that the dependent student outcome variables were not normally distributed (p<0.01). Consequently, non-parametric Chi-square test of independence, Kruskal-Wallis H, and Mann-Whitney U tests were conducted to explore student outcomes over the 6-year period. Results indicate that block module pass/fail rates, grades, year 1 progression, and year 1&2 retention were significantly higher with 4-block delivery (p<0.01). While all ethnic groups achieved higher grades in block modules compared to semester modules, black, Asian, male students achieved significantly lower grades (P<0.01), lower progression rates (p<0.01), retention (p<0.001) and awards (p<0.001). It appears that block delivery facilitated an enhancement in multiple student outcomes, although it should be noted that multiple factors other than the block delivery could have contributed to the enhanced student outcomes.

82876 | *Embedding Accredited Qualification and Work-Related Training into Postgraduate Courses*
Susan Lindsay, University of Glasgow, United Kingdom
Lesley Graham, University of Glasgow, United Kingdom
Carolyn Loveridge, University of Glasgow, United Kingdom
Ana Da Silva Costa, University of Glasgow, United Kingdom

It is accepted that discipline-based learning fosters student engagement with the subject, enhances subject-related skill proficiency, and ultimately supports job securement within the field. However, postgraduate student numbers have increased to record levels, meaning that graduates enter a highly competitive market for employment after completing their postgraduate studies. It follows that postgraduate students who have obtained transferable skills and/or other extra-specialised training are more likely to be valued favourably by employers, compared to those who do not have such additional graduate attributes. Skills provision within MSc programmes has historically been delivered by academic teaching staff with limited input from external partners. However, courses which foster knowledge exchange between university, partners, and industry, are more relevant. Such an approach enables active and constructive learning, which reduces the gap between knowledge, and skills development for real-life challenges. In this paper, we describe our transdisciplinary triple helix approach which involves expert university academics, professional industrial partners, and training by an accredited government body. Our model embeds accredited certification as part of the curriculum and provides work-related learning opportunities, alongside future employer engagement. Student learning is therefore enriched by real-world activities and challenges. This paper is of importance as it showcases that authentic learning and skills provision better prepare students for a life beyond their degree. Our model can be used by other academics to support a "curriculum for life".

Design, Implementation & Assessment of Innovative Technologies in Education
80610 | *Student Needs and the Role of AI Mentors in Higher Education*
Sandra Hummel, Dresden University of Technology, Germany
Mana-Teresa Donner, Dresden University of Technology, Germany

In higher education's rapidly digitizing landscape, AI tools lead the charge in revolutionizing learning methods. The Erasmus+ project 'Virtual Interface for Smart Interactions Online' (2020-1-AT01-KA226-HE-092653) introduces an AI mentor to address the shifting demands of digital and remote learning, aiming to reconcile emergent student needs with traditional educational theories. Using mixed methods, the inquiry started with a needs analysis involving 89 participants to understand post-pandemic educational challenges. Additionally, focus groups with 46 participants provided diverse insights into the AI mentor's functionality and impact. This analysis revealed that the AI mentor propels student engagement and facilitates a tailored learning journey. Nonetheless, it unveiled the AI mentor's limitations in uniformly catering to the multifaceted needs prevalent within higher education. Furthermore, a critical examination of the AI mentor's alignment with educational theories, particularly constructivism, disclosed notable discrepancies in mimicking the nuanced judgment and interpersonal engagement intrinsic to human mentorship. Predicated on these insights, the study articulates recommendations for the strategic incorporation of AI tools in higher education, underscoring their potential to augment rather than supplant the indispensable human facets of teaching and mentorship. Strategies advocate for an iterative design process informed by continuous feedback and underscore the importance of interdisciplinary collaboration to ensure AI applications' pedagogical and ethical integrity. Comparing the AI mentor to traditional methods sheds light on its distinct advantages and limitations, offering a comprehensive perspective on its educational role. This abstract provides a concise, academically rigorous overview, laying the groundwork for future AI research in education.

82763 | *Exploring the impact of using ChatGPT on University Students' Learning*
Andy Kwan, City University of Hong Kong, Hong Kong

This is an exploratory study on the impact of using ChatGPT on student learning. Participants were 150 students taking an undergraduate course in Hong Kong. Students were required to use ChatGPT when writing an individual paper for the course. Student learning were measured in terms of the students' perceived creativity, critical thinking, and problem solving at the beginning and at end of the semester. Students' emotional engagement and extrinsic motivation were measured at the end of the semester. Data analyses seem to show that the use of ChatGPT had weakened the students' perceived creativity, critical thinking, and problem solving over the semester. However, two variables were found to be predictive of students' perception of ChatGPT in enhancing their creativity, critical thinking, and problem solving. The first predictor is students' emotional engagement which is the extent to which students are applying the course material to their lives. The other significant predictor is students' extrinsic motivation which is the extent to which students think getting a good grade is the main goal for the course. These findings have practical implications for university teachers in enhancing students' positive perception of using ChatGPT in a course. To enhance emotional engagement of students, lecturers should make the course materials relevant and interesting to students. Lecturers should allocate some marks in the assessment rubrics to reward students ethically use of ChatGPT in their assignments. This hopefully will enhance students' extrinsic motivation in taking a course.

Thursday Poster Session

Education & Difference

78343 | *The Impact Athletics Have on Bullying Rates Among Adolescents with Disabilities*
Kaycee Bills, Saint Mary's College, United States

Students who have disabilities are at a higher risk of experiencing bullying victimization in comparison to other diverse student groups due to having less social opportunities. However, athletic extracurricular activities have demonstrated to increase socialization among adolescents with disabilities. It is predicted that participating in athletics can also decrease the amount of times an individual with disabilities is bullied due to having more socialization opportunities. The following study uses the National Crime Victimization Survey – School Crime Supplement (NCVS/SCS) to analyze the bullying occurrence rates experienced among students, with disabilities being a focal variable. To explore the relationship between extracurricular involvement and bullying occurrence rates, this study employs a binary logistic regression to determine if athletic extracurricular activities have an impact on the number of times a student with disabilities experiences bullying. Results of the logistic regression showed that adolescents with disabilities who participated in athletics reported less instances of bullying that those who did not participate in athletics. Implications for future disability and sport research are discussed.

80771 | *Visual Memory Deficits in Children with ADHD*
Filippos Vlachos, University of Thessaly, Greece
Maria Chalmpe, University of Thessaly, Greece
Paraskevi Agapitou, University of Thessaly, Greece
Fotini Bonoti, University of Thessaly, Greece

Attention Deficit Hyperactivity Disorder (ADHD) is a common developmental disorder that occurs in childhood and is characterized by attention deficit, with or without high levels of hyperactivity-impulsivity. ADHD in children is accompanied by a variety of difficulties and problems related to language, higher executive functions such as working memory and emotion self-regulation, behavior and socialization. The purpose of this study was to investigate possible differences in visuomotor organization and visual memory between children with ADHD and typically developing children. The experimental group consisted of 54 children with ADHD symptoms (36 boys and 18 girls, mean age 9.2 years, range 6-11 years), who were matched in age, gender and handedness with an equal number of typically developing children who formed the comparison group. To assess visuomotor organization and visual memory, both groups were administered the Rey-Osterrieth complex figure and tested on its replication and mnemonic reproduction. The analysis revealed no significant differences in the performance of the two groups in copying the complex figure, but the ADHD students showed significantly lower performance than typically developing children in its mnemonic reproduction. This lower performance was observed regardless of whether the children of the ADHD group belong to the inattentive, hyperactivity, or the combined subtype. These results suggest that children with ADHD are likely to experience cognitive deficits that affect the visual memory system much more than that of visuomotor organization.

82220 | *Enhancing Requesting Skills Through iPad-Based Intervention Among Young Children with Developmental Disabilities*
Khalid Abu-Alghayth, King Khalid University, Saudi Arabia

The purpose of this study was to ascertain the impact of iPad-based intervention on the development and maintenance of requesting skills. Three children with developmental disabilities took part in the study. I utilized a multiple probe design across participants. The results indicated that the intervention was successful during both the intervention and maintenance phases. For two of the children, the acquisition criteria were met after a single session, but for the other participant, it required multiple sessions. Data on social validity were gathered from teachers and parents of the children, and the results were positive. According the the results, I discussed several implications and future directions.

82308 | *Inclusive Education: Perspectives of Including Students with Disabilities in Regular Schools and Facilitators of Including Hearing Impaired Students*
Abdullatif Arishi, King Khalid University, Saudi Arabia

As more countries move toward inclusive education, questions have been raised concerning student involvement in these institutions. This study sought to understand the barriers and facilitating factors to full participation as well as the participants' perceptions of the current status with relation to the inclusion of deaf or hard-of-hearing elementary students (6–12 years old). A quantitative approach, using a survey questionnaire was used in this study. Sixty-six teachers from Riyadh and eighty-two teachers from Jazan completed the questionnaire. The data analysis revealed that there was a lack of understanding among the participants regarding inclusive teaching, inclusive education, and full involvement. A number of challenges and facilitating factors were reported by participants. It is crucial that school principals take on strong leadership roles and implement policies and visions for their institutions, as this survey shows that inclusive teaching and full involvement are not yet completely developed in the Saudi elementary schools that took part in the study. In order to be inclusive, these ideas and programs would need to include parents and the entire school community in an open and consultative manner.

82380 | *Examining In-Service Teachers' Attitudes and Predictors of Inclusive Practices in Hong Kong Classrooms*
Wing Sze Emily Chow, The Education University of Hong Kong, Hong Kong

Inclusive education is a crucial aspect of fostering an equitable and supportive learning environment for all students, including those with disabilities, in Hong Kong classrooms. In-service teachers play a pivotal role in implementing inclusive practices effectively. This study delves into an exploration of in-service teachers' attitudes towards the implementation of inclusive practices in Hong Kong classrooms. It investigates the various predictors that influence teachers' attitudes towards inclusive practices. The research encompasses a comprehensive sample of 1,110 primary and secondary in-service teachers. A structured questionnaire was utilized to measure teachers' attitudes towards inclusive practices. The findings reveal that, on the whole, in-service teachers in Hong Kong exhibit slightly positive attitudes towards inclusion. Furthermore, the study identifies several key factors as significant predictors of teachers' attitudes towards inclusive education, namely prior experience in teaching students with disabilities, confidence in teaching students with disabilities, level of training, self-efficacy in inclusive instruction, and collaboration. The study's findings shed light on the current state of in-service teachers' attitudes towards inclusive practices in Hong Kong classrooms. While the overall attitudes were slightly positive, there is room for growth and further improvement. Building on the findings, it is recommended that professional development opportunities be provided to enhance teachers' knowledge and skills in inclusive instruction. The implications of these results are discussed, along with recommendations for enhancing inclusive practices, and a consideration of the limitations of the study.

Thursday Poster Session

Education, Sustainability & Society: Social Justice, Development & Political Movements
80317 | *Credential and Skill Premium on Occupational Prestige: Evidence From PIAAC*
Si Man Lam, The University of Hong Kong, Hong Kong

Occupational attainment has long been and continues to be a prime concern in sociological inquiry. Socioeconomic standing and prestige ranking are two key aspects of occupational status. Occupational socioeconomic status pertains to the educational requirement for and the monetary rewards to an occupation, whereas occupational prestige describes the entitling properties that bestow deference on the occupants (Hauser & Warren, 1997; Treiman, 1977). While preceding studies has documented substantial college and skill premium in economic returns (Goldin & Katz, 2008), the role of educational attainment and skill acquisition in shaping one's occupational prestige has not been adequately addressed. Indeed, on top of the alarming economic disparity driven by education and skill differentials, the deteriorating social recognition to non-college graduates and the less skilled workers presents a further peril to social solidarity, a point convincingly illustrated by Sandel (2020). Following the conceptual framework developed by Araki (2020, Figure 1), the present study seeks to understand how educational credentials and skill levels are associated with one's attained prestige in the labor market by considering one's relative position in the joint distribution of educational attainment and skill acquisition using data from the Programme for the International Assessment of Adult Competencies (PIAAC). The findings indicate that both educational credentials and skill level contribute to attained prestige in the labor market, that credential premium prevails over skill premium, and that skill premium increases as higher education expands.

Higher Education
80738 | *Linguistic Diversity in Teaching and in Learning at a Multilingual University: The Case of Luxembourg*
Argyro Maria Skourmalla, University of Luxembourg, Luxembourg

Internationalization and management of linguistic diversity in higher education (HE) have become extremely important and have gained much attention the last years (Darquennes, Du Plessis & Soler, 2020). Internationalization policies in HE aim at promoting the dual role of Higher Education Institutions (HEIs); civilization and competitiveness (Martyniuk, 2012). When it comes to the European Union context, the European Education Area initiative aims at "inclusive national education and training systems" through networking and exchange between HEIs. However, the use of English as a 'lingua academica' in the place of the official, national, and regional/minority languages, raises questions regarding linguistic rights and the construction of identity. The above issues were touched upon through interviews with lecturing staff and focus group discussions with bachelor students at the University of Luxembourg. Data shows that linguistic diversity at this University is seen as an asset but comes with challenges for both professors and students. Additionally, the poster investigates how the presence of various languages influences the construction of individual and collective identities within the academic community. The poster aims to contribute with valuable insights to the broader discourse on language diversity in higher education settings.

81684 | *Motivational Patterns in College Students with Dual Major at Teacher Education Program: Clustering, Engagement Behaviors, and Perceived Learning*
Tzu-Ling Hsieh, University of Taipei, Taiwan

This study employs cluster analysis to investigate the impact of different motivation categories on engagement behaviors and perceived learning among college students concurrently enrolled in both their major and a teacher education program in Taiwan. Through stratified proportional sampling, data were collected via questionnaires from 321 participants out of a total population of 649 college students. The resulting 270 valid questionnaires yielded an 84% response rate. Hierarchical cluster analysis, utilizing Ward's method, identified three distinct motivational clusters. The "Perfunctory Teacher Motivation" cluster (n=81) exhibited a lack of self-driven motivation, seemingly engaging in the teacher education program perfunctorily to meet external expectations. The "High Teacher Motivation" cluster (n=118) demonstrated balanced internal and external motivational factors, while the "Self-driven Teacher Motivation" cluster (n=71) displayed high intrinsic and altruistic motivation but lower scores on extrinsic and intrajected motivation. Multivariate Analysis of Variance (MANOVA) was employed to explore potential variations in engagement behaviors and perceived learning across these clusters. Students in the "High Teacher Motivation" and "Self-driven Teacher Motivation" categories displayed significantly higher levels of active participation, interaction with instructors, and cognitive effort compared to those in the "Perfunctory Teacher Motivation" category. In terms of perceived learning, the former two clusters consistently outperformed the latter in various dimensions, including understanding learner development, building positive learning environments, and adhering to professional ethics. This study contributes valuable insights into the nuanced relationships between motivation, engagement behaviors, and perceived learning outcomes in the context of dual-major college students pursuing teacher education.

Thursday Poster Session

83046 | *Mitigating University Dropout Rates: A Study on Academic Engagement and Support Structures at Rey Juan Carlos University*
Raquel Montes Diez, Universidad Rey Juan Carlos, Spain
Oriol Borrás Gené, Universidad Rey Juan Carlos, Spain
Ma. Carmen De la Calle Durán, Universidad Rey Juan Carlos, Spain
Teodor A. Diaconescu, Universidad Rey Juan Carlos, Spain

Leaving university early has significant implications, affecting not only the students and their families but also the broader educational environment and society. This decision leads to financial losses and damages institutional reputations, undermining the investment in higher education. This empirical study at Rey Juan Carlos University explores this issue by employing Multiple Regression Analysis to examine the relationship between dropout rates and various academic factors across multiple degree programs, including entrance scores, academic performance, efficiency rates, and average duration of studies. The study population comprises students who enrolled in the first year of their degree programs from the academic years 2017/18 to 2022/23, with data provided by the Vice-Rectorate for Academic Organization of the university. Additionally, the research highlights university engagement by comparing dropout rates between the general student body and those who are more involved in university life. It focuses on students in representation activities and mentorship programs to assess the impact of such engagement on their academic perseverance. The findings provide valuable insights into the factors influencing university dropout rates and the potential of university engagement as a mitigating factor. This comprehensive analysis lays the groundwork for strategies to reduce dropout rates and improve student retention in higher education, emphasizing the importance of a data-driven approach.

Lifespan Health Promotion

78203 | *The Effect of Using Life Story Drawing on Dementia Elderly in Long-Term Care Institutions*
Whei Mei Jean Shih, Chang Gung University of Science & Technology, Taiwan
Chia-Wen Tsai, Independent Scholar, Taiwan

Background: According to the World Health Organization (WHO) report in 2021, there are more than 55 million people with dementia worldwide. The prevalence of dementia in Taiwan is about 7.54%. Dementia-related costs are US$1.3 trillion per year and are likely to reach US$2.8 trillion by 2030 due to increased care costs. Live review, one of the reminiscence therapies, has become popular to treat patients with mild and severe dementia. Objective: Using life story drawing to improve cognition and depression of the demented elderly. Methods: A quasi-experimental research design was applied. Usual care was provided in one nursing home as a control group while a painting life stories intervention was provided in the other nursing home as an experimental group for 8 consecutive weeks. MMSE and Cornell's Wisdom Depression Scale for the Elderly were administered three times which included a pre-test, the 8th week after the intervention, and the 12th week. A statistical software package spss22.0 was used to analyze the data including the mean, standard deviation, percentage, t-test, and generalized estimation equation (GEE) to explore the cognitive and depression improvement of the elderly with mental health. Results: After 8 weeks of intervention, the experimental group had significant effects on cognitive and depression improvement. After 12 weeks of delay effect, the experimental group still showed significant improvement both in cognition and depression. Conclusion: The painting of life stories can be promoted in the institutions of the dementia elderly to slow down cognitive degeneration as well as to improve their depression.

79511 | *Health Literacy on Stigma Among Midlife and Older Adults During the COVID Pandemic*
Sheung-Tak Cheng, The Education University of Hong Kong, Hong Kong

Objective: During the COVID pandemic, targeted test and trace policies to identify positive cases and measures to isolate them have led to public stigma towards these people. The literature suggests that feelings of stigma are higher in people with lower health literacy, while health literacy tends to be lower among older adults. This study examined relationship between health literacy and perceived stigma toward positive COVID cases. Methods: Existing measures were adapted to assess perceived stigma specific to COVID. Both general health literacy and COVID-specific literacy were measured. A questionnaire was placed on an online forum with the only inclusion criterion being adults aged 65+ years. 239 older adults were recruited through community agencies. Results were analyzed using descriptive statistics and regression. Results: Generally, stigma was high while health literacy was low. Stigma was positively and mildly correlated with age whereas COVID health literacy was negatively correlated with age. The reverse pattern was observed for educational attainment. COVID health literacy was in turn related to general health literacy. Controlling for age, education and general health literacy, the negative relationship between COVID health literacy and stigma remained statistically significant. Conclusions: The findings support a connection between health literacy and stigma during the COVID pandemic, although causal inference cannot be made due to the cross-sectional data. Nevertheless, given the positive relationship between general health literacy and COVID health literacy, more research to examine ways to promote health literacy in general in older adults may be beneficial and may reduce stimga in future pandemics.

15:45-16:45 | SOAS, Brunei Suite
Thursday Poster Session

80611 | *Community-Dwelling Older Adults' Experience of a Home Visiting Programme Led by Nursing Students (VISITAME Project): A Phenomenological Study*
José Manuel Hernández-Padilla, University of Almería, Spain
Cayetano Fernández-Sola, University of Almería, Spain
Iria Dobarrio-Sanz, University of Almería, Spain
Anabel Chica-Pérez, Emera Nursing Home, Spain
Matías Correa-Casado, University of Almería, Spain
José Granero-Molina, University of Almería, Spain

Preventive home visits implemented by healthcare professionals can improve biopsychosocial health and self-care in older adults. However, the results on the cost-effectiveness of these preventive home visits are inconsistent. Nursing student-led preventive home visiting programmes could be an alternative. Aim: To understand how community-dwelling older adults with chronic multimorbidity experience a home visiting programme led by nursing students. Methods: A qualitative study based on Gadamer's hermeneutic phenomenology. Thirty-one community-dwelling older adults with chronic multimorbidity were interviewed in-depth. Fleming's method for conducting phenomenological qualitative studies was followed and ATLAS.ti software was used for data analysis. Results: Two main themes were generated: (1) 'the empowering experience of a personalised health-promoting intervention', and (2) 'the emancipatory effect of going beyond standardised self-care education'. Conclusions: The home visiting programme led by nursing students has enhanced knowledge, awareness, and motivation to implement self-care behaviours among community-dwelling older adults with chronic multimorbidity. Additionally, the home visiting programme led by nursing students improved perceived autonomy and self-care while reducing loneliness and addressing the shortcomings of the healthcare system. Implications for patient care: Older adults with chronic multimorbidity participating in a home visiting programme led by nursing students feel empowered to implement self-care behaviours and this positively impacts their perceived health. Nurse leaders and nursing regulatory bodies could collaborate with nursing faculties to integrate preventive home visiting programmes led by nursing students into the services offered to community-dwelling older adults with chronic multimorbidity.

82135 | *Study on Poor Sleep Problem and Its Association with Mental Health Among Older Adults in India*

Mahadevrao Bramhankar, International Institute for Population Sciences, India
Kajal Rathod, International Institute for Population Sciences, India
Suresh Jungari, International Institute for Population Sciences, India

Sleep is a fundamental biological process essential in determining human health and performance. Sub-optimal sleep has been linked with increased mortality, morbidity, and physical and mental health issues during ageing. The present study attempts to understand the poor sleep problem and its association with mental health problems among older adults in India. We have examined the data on elderly population from the first wave of the Longitudinal Ageing Study in India (LASI-1, 2017-18). The effective sample for the present study was 31,464 aged 60 years and above (male-15,098 and female-16,366). We have applied descriptive statistics, chi-square test of association, and binary and multiple logistic regressions. It helped to understand the sleep problem among the elderly and examine its link with depression and cognitive impairment. Result: The present study reported that almost 15% of the elderly suffered from sleeping problems. Sleeping problems proportionally increase with the increase in the level of multi-morbidity, Activities of Daily Living (ADL), Instrumental Activities of Daily Living (IADL), loneliness and other socio-demographic factors. Similarly, mental health problems such as depression (34%) and cognitive impairment (15%) were observed among the Indian elderly. The regression analysis revealed that poor sleeping problem significantly increases the risk of depression two times (AOR:2.01, 95%CI:1.87, 2.15) and for cognitive impairment 1.12 times (AOR:1.12, 95%CI:1.01, 1.24). This study revealed a significant proportion of older adults suffered from chronic problems of poor sleep, depressive symptoms and cognitive impairment. Further, sleep problems were considerably associated with depression levels and cognitive impairment among older adults.

Transport, Mobility and Accessibility

82198 | *Exploring the Financial Burden Due to Additional Mobility Among Cancer Patients: A Cross-Sectional Study Based on National Sample Survey*

Abhishek Gupta, International Institute for Population Sciences, India
Mahadev Brahmankar, International Institute for Population Sciences, India
Mohit Kumar Pandey, International Institute for Population Sciences, India

Cancer imposes a substantial economic burden due to treatment costs, supportive care, and loss of productivity. Besides all the affecting factors, major concerns lead to significant financial burdens of cancer treatment, bringing unwanted huge unbearable direct and indirect treatment costs. The aim was to explore the nature of additional mobility/travel required for accessing health care for cancer patients and also to assess financial burden due to additional mobility/travel costs for cancer treatment. This study employed unit-level cross-sectional data from the 75th round (2017-18) of India's National Sample Survey (NSS). The primary analysis commenced with descriptive and bivariate analyses to explore mean health spending and out-of-pocket expenses. Subsequently, multivariable logistic regression models were utilized to estimate the associations between catastrophic health expenditure, distress financing, and the treatment location. The findings highlight distinct healthcare utilization patterns: inpatient treatments predominantly occur within the same district (50.4%), followed by a different district (38.8%), and a smaller share in other states (10.8%). Outpatients largely receive treatment in the same district (65.5%), followed by a different district (26.8%), and around 8% percent in other states. Urban areas show higher inpatient visits within the same district (41.8%) and different districts (33.5%). Total expenditure is higher for outpatients, especially in other states. Notably, out-of-pocket expenses are higher for patients seeking treatment in other states. Distress financing is more common among inpatients (20.6%) and combined inpatient/outpatient cases (23.9%), while outpatients exhibit a lower rate (6.8%). The findings collectively suggest the importance of developing local healthcare infrastructures to reduce the additional mobility of cancer patients.

Friday Poster Presentations

15:55-16:55 | SOAS, Brunei Suite
Friday Poster Session

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

Friday Poster Session

International Education

79396 | *How Does International Housing Affect East Asian's Students' Development of Intercultural Competence*
Tun-Jung Kuo, University of Hawaii at Manoa, United States

In 2021, Stop Asian Hate movements were launched in major US cities to advocate anti-Asian violence after a series of mass shootings. The news of hate crimes motivated me to obtain a further understanding about East Asian students within western higher education. This research focuses on unraveling the four stages of intercultural competence development among East Asian students participating in the East-West Center Education Program. Employing Dr. Darla Deardorff's intercultural competence models, this study assesses resources provided by a research-based, government-funded think tank and their correlations to East Asian students' communication in Hawaii. Drawing upon the data collected from students from Japan, China, Taiwan, and South Korea, this research illuminates the role of the East-West Center in fostering intercultural competence. The findings have revealed key components that affect East Asian students' development of openness, respect, self-awareness, deep cultural knowledge and empathy. This ongoing study sheds light on the missions of think tanks in the face of the challenges posed by the pandemic and xenophobia, which also extends implications to strategic planning of the research-based organizations and their collaboration with western institutions. Educational institutions are suggested to implement targeted policies to support language-learning, financial aid service, community-building and social networking between East Asian students and students or stakeholders from different cultural backgrounds. Additionally, insights from this research could contribute to the formulation of housing rules, campus safety and education policies that better accommodate Confucianism-oriented cultural values in a cross-cultural housing system within western colleges.

82858 | *Navigating Global Citizenship: Evaluating the Educational Impact of the Ship for World Youth Program*
Haruko Ishii, Hokkai-Gakuen University, Japan

The Ship for World Youth (SWY) program, facilitated by the Cabinet Office of Japan, engages a diverse cohort of youths aged 18-30 from Japan and 12 other nations in a transformative 43-day maritime journey to foster global citizenship. Despite its long-standing administration of over 35 years, there has been a gap in rigorous evaluations of its educational outcomes. This ongoing study addresses this lacuna by examining the development of global citizenship concepts among participants, utilizing data from semi-structured interviews with 15 individuals who completed the programme. The findings delineate four critical areas of learning outcomes: Cultural Engagement and Inclusivity, Global Awareness and Sensitivity, Active Global Participation, and Personal Growth and Lifelong Commitment. Participants reported enhanced perceptions of a unified global community, marked by increased open-mindedness, empathy, and an emotional connection to global events—attributes underscore global citizenship's emotional and cognitive dimensions. Notably, the program catalyzed a proactive stance towards global challenges, as evidenced by participants' prioritization of global welfare and personal responsibility in global contexts. The personal narratives also highlighted a commitment to lifelong learning and adaptation, essential for sustained engagement in global citizenship. These outcomes suggest that the SWY program significantly contributes to the cultivation of crucial global competencies in today's interconnected world, providing a valuable framework for similar international exchange initiatives aiming to nurture future leaders with a deep-seated commitment to global stewardship and cooperative international relations.

83073 | *Does Financial Support Matter? Scholarships and Study Abroad Preferences for First Year University Students in Japan*
Daniel James, Hiroshima Shudo University, Japan

This poster looks at differences in study abroad programme preferences collected from online questionnaires taken by two cohorts of first year Japanese university students (2023: n 107 and 2024:n 99). The rationale for the research was to determine whether students' preferences i.e. languages, destinations, programme length and type would be affected by changes to funding amounts and methods. A medium-sized Japanese university developed a scholarship scheme to maximise study abroad opportunities while simultaneously providing comprehensive financial support. The scheme changed from a fixed amount system based on programme length and destination to a hybrid system of both fixed amounts for first year students on short-term programmes and variable amounts for medium-term programmes for all students. Amounts are determined by destination and programme length as well as students' language proficiency assessed by standardised foreign language tests or foreign language university credits. Three patterns shown were: first, in 2024 more students showed interest in medium-term programme participation as second and third years when their language proficiency and scholarships would be higher. Second, English, Korean and Chinese remained popular foreign language choices but interest in French, German and Spanish increased significantly.Third, despite growing interest in France and Spain, main destination preferences remained constant (L1 English speaking countries, South Korea and China) Preliminary findings show that incentivising scholarship schemes affects students study abroad preferences for length of programme and timing. Longitudinal research is recommended to assess any continuing patterns and other parameters such as programme nature e.g. 'experiential' or 'volunteer-based'.

Learning Experiences, Student Learning & Learner Diversity
79794 | *Assessing Blended Learning's Role in Enhancing Student Engagement Across Hong Kong Schools*
Ka Man Lau, The Chinese University of Hong Kong, Hong Kong
Paul Lam, The Chinese University of Hong Kong, Hong Kong

This research evaluates the effect of blended learning on various dimensions of student engagement—behavioural, emotional, cognitive, agentic, and the recently introduced collaborative aspect—within Hong Kong's educational setting. Historically characterized by conventional teaching practices, this context experienced a significant transition towards blended learning methodologies in the wake of the COVID-19 pandemic. Survey items for behavioural, emotional, cognitive and agentic engagement were adapted from Chiu (2021), while the parameters for collaborative engagement were developed through multiple rounds of discussions among the researchers and consultations with two frontline teachers who reviewed the survey based on their professional judgement. Teachers from five secondary and five primary schools, who underwent a 24-hour course focused on blended learning theories and frameworks, as well as the design of digital environments to boost student engagement, applied blended learning methods in their teaching. The students taught by these educators were the focal subjects of our research study. A total of 159 secondary (ages 12-16) and 90 primary students (ages 9-12) participated in the surveys at the start and end of the 2022/23 academic year. Significant improvements were noted in emotional, agentic, and collaborative engagement among primary students, and in behavioural and agentic engagement among secondary students. Cognitive engagement showed no change in either group. These findings indicate that well-implemented blended learning may increase student engagement, attention, and interest by promoting autonomy and interactive opportunities.

Friday Poster Session

80708 | *Motivational Dynamics in AI-Enhanced Education: Unveiling Student Perspectives*
Sandra Hummel, Dresden University of Technology, Germany
Mana-Teresa Donner, Dresden University of Technology, Germany

The integration of Artificial Intelligence (AI) tools in education represents a significant paradigm shift, holding the promise of enhancing learning experiences and outcomes. This study delves into a pivotal inquiry: What motivational effects does using AI in educational settings exert on student learning? This study, involving 64 students, utilizes a mixed-method approach, including online surveys and focus group discussions, to explore the intricate relationship between AI integration and student motivation in education. It employs robust methodological frameworks such as Grounded Theory and is guided by the Situated Learning Approach and constructivist learning theory. Central findings illuminate AI's potential to foster personalized learning pathways, nurturing the development of critical metacognitive skills like critical thinking and problem-solving. Aligned with the Situated Learning paradigm, AI incorporation infuses educational experiences with contextual relevance, fostering genuine and impactful learning interactions. Analysis reveals six distinct motivational categories: Efficiency, Productivity, Autonomy, Competence Acquisition, Competitive Advantage, and Self-regulation. These categories align with the proposed theoretical model's action phases, from situation analysis to reflective consequences. This study reveals new insights through thorough data analysis, enhancing our understanding of education. Students use AI tools to improve information retrieval, productivity, self-directed learning, and content comprehension, gain competitive advantages, and apply knowledge effectively. This study underscores AI's transformative potential and challenges in shaping personalized, learner-centered education globally. It stresses the importance of understanding motivation-related factors for the effective integration of AI in educational contexts, facilitating the creation of efficient, student-centric learning environments.

83031 | *When to Close the Book(s): Exploring the Consequences of Learning Termination in Associative Learning Tasks*
Julia Mazurek, Jagiellonian University, Poland
Vanessa Cieplinska, University of Warwick, United Kingdom
Katarzyna Baran, Jagiellonian University, Poland
Ngoc Diep Le, Jagiellonian University, Poland
Aleksandra Krogulska, Jagiellonian University, Poland
Elizabeth Maylor, University of Warwick, United Kingdom

Every learner has to face situations in which they have to study more information than they are able to remember, asking themselves a question: Should I continue learning or stop completely? Our study examined potential conditions under which learning termination might be beneficial for later memory performance. We hypothesized that learning termination may be particularly beneficial when a single concept is associated with a lot of information - a phenomenon known as the cue-overload effect. We conducted two experiments employing a stopping paradigm, in which half of the participants had the option to terminate learning and the other half did not. In Experiment 1 (N = 72), when participants studied unrelated cue-target word pairs (e.g., rice-prince) shown randomly on screen, 89% opted to stop. In Experiment 2 (N = 80), when they were given semantically related category-exemplar word pairs (e.g., fruit-cherry) shown sequentially by category, only 20% of participants stopped. In terms of cued recall, Experiment 2 was a much easier task than Experiment 1 but regardless of the perceived difficulty of study materials, terminating learning led to negative consequences. Although it may be impossible to entirely prevent learners from making inadequate decisions when studying, the sole awareness of the circumstances in which those decisions are more likely serves as a major consideration for educators and learners alike.

Primary & Secondary Education

80417 | *Enhancing Self-Regulated Learning and Motivation: The Role of Blended Learning in Hong Kong's Schools*
Paul Lam, The Chinese University of Hong Kong, Hong Kong
Ka Man Lau, The Chinese University of Hong Kong, Hong Kong
Yuen Man Tsang, The Chinese University of Hong Kong, Hong Kong

This study examines the impact of blended learning on self-regulated learning and motivation among students in Hong Kong's primary and secondary schools. Data was collected from 249 students (159 from five secondary schools and 90 from five primary schools). These students were taught by teachers participating in a professional development initiative that aimed at refining blended learning practices. We used a modified version of Pintrich et al.'s (1990) "Motivated Strategies for Learning Questionnaire" (MSLQ) to measure changes in students' self-regulation and motivation at the start and end of the 2022/23 academic year. Employing a paired samples t-test for our analysis, we observed significant improvements in "self-regulated strategies" in the primary student group and both "self-regulated strategies" and "self-efficacy beliefs" in the secondary student group. However, there was no significant change in "intrinsic" or "extrinsic motivation" for either group. These outcomes suggest that while blended learning may enhance certain cognitive and metacognitive competencies, its impact on motivational constructs may require more time to manifest. The differentiation in response between primary and secondary students indicates that developmental factors may mediate the effectiveness of blended learning, revealing to the necessity for age-appropriate instructional design. The findings urge educators to consider developmental stages when implementing blended learning and highlight the need for prolonged investigation into its long-term effects on student motivation.

15:55-16:55 | SOAS, Brunei Suite
Friday Poster Session

82401 | *Transitioning to School: Parental Viewpoints*
Rachel Takriti, United Arab Emirates University, United Arab Emirates
Susan Atkinson, United Arab Emirates University, United Arab Emirates

Starting school, known in the literature as 'transitioning into school', for the first time, has been shown to correlate with later school outcomes, both academic and social. The experience of transitioning is contextualized as a social ecological phenomenon with the experiences of each group of children being unique to themselves and the context in which they are operating. As the experience of transitioning is a highly context dependent phenomenon, each context warrants investigation to ensure as positive a start to school as possible for each child. For each child starting school, there are a number of involved stakeholders including, but not limited to, parents and teachers. The views of teachers on first transitions has been common and, in practical terms, feeds into transition policy and practice easily within schools. Listening to the viewpoints of parents relating to transition, is innovative and somewhat novel. Integrating the needs of parents is imperative to ensure a positive transition experience for children. The current study compares the viewpoints of parents in the UAE, both expat and UAE nationals, with parents in the UK. Parents from each group took part in a survey asking them to comment on issues relating to their child's starting school experiences. Thematic analysis was employed to identify overriding themes relating to their interpretation of this experience. The themes and outcomes are discussed in relation to educational practice.

82413 | *Predictive Factors of Traditional and Cyberbullying*
Emily Schafer, University of South Carolina, United States
Matt Flege, Furman University, United States
Sue Limber, Clemson University, United States

Bullying is a known behavior with associated with a range of negative outcomes. This study is attempting to find what factors predict involvement in traditional or cyberbullying and whether there are similarities or differences among them. Data were collected from over 4,000 students in 3rd through 12th grade in a rural, southern, US public school district. Survey data was analyzed using multinomial logistic regression. Potential predictors of involvement in bullying included students' perceptions of student involvement at school, school safety, school rules, self-esteem, liking school, gender, number of friends, and perceived teacher intervention in bullying. For both traditional and cyberbullying, students were then grouped into categories of "no involvement", "only bullied others", "only been bullied", "both bullied others and been bullied". Higher self-esteem predicted lower odds of all types of involvement in both cyber and traditional bullying. Higher perception of school safety predicted lower odds of being in the "only been bullied" and "both" categories for both cyber and traditional bullying. Liking school predicted significantly lower odds of traditionally bullying others. Finally, male gender and a higher number of friends predicted lower odds of being traditionally bullied. Results from this study indicate that predictors of cyberbullying also predict traditional bullying, but that there are additional significant predictors for traditional bullying. Prevention and intervention efforts should address these predictors. Particular emphasis should be placed on increasing students' perceptions of school safety and building student self-esteem.

83011 | *Adaptation to the School Environment Moderates the Effect of Skill-specific Performance on Pupils' First Grade School Achievement*
Pavel Veselsky, Palacky University Olomouc, Czech Republic
Jana Kvintova, Palacky University Olomouc, Czech Republic
Jan Sebastian Novotny, Palacky University Olomouc, Czech Republic
Lucie Vachova, Palacky University Olomouc, Czech Republic
Michaela Pugnerova, Palacky University Olomouc, Czech Republic
Jitka Petrova, Palacky University Olomouc, czech_republic

The school environment is considered an important factor in the educational process, especially during its early stages; however, it is rarely directly connected to the pupil's performance. This paper presents the results of our longitudinal study, which seeks to answer whether adaptation to the school environment, specifically after transitioning from kindergarten to the first grade of elementary school, moderates the relationship between skill-specific performance and academic achievement in two key subjects (Czech language and mathematics). In our study, various measures and robust statistical analyses were used, and preliminary correlation analysis confirmed the existence of significant relationships between the predictors (school performance factors), moderators (adaptation to the school environment), and school achievement. Subsequent regression analysis showed that performance in the Czech language was primarily driven by pupils' performance in reading and writing, in contrast to language ability, which did not affect pupils' performance. Similarly, in mathematics, the greatest effect was observed for the ability to apply numerical operations in word problems, along with visuospatial abilities. Surprisingly, there was no effect of knowledge of basic numerical operations. Finally, we also analyzed whether adaptation to the school environment moderates the relationship between skill-specific performance and pupils' school achievement.

Teaching Experiences, Pedagogy, Practice & Praxis

64622 | *A Case Study on Teacher Questioning and Wait-Time in a Classroom in Pakistan*
Iqra Moazzam, Durham University, United Kingdom

The structure of wait-time has been studied and researched for many years due to the impact it has on classroom environment and student learning. Mary Budd Rowe was known to develop the idea of wait-time in the 1970s and this paper is influenced by some of her work. For Rowe, it was imperative for teachers to give students a minimum of three seconds to answer questions. The goal of this qualitative study is to understand the views teachers have regarding wait-time, the number of seconds they provide to students to answer questions and the kind of questions asked in the classroom using Bloom's Taxonomy. The study observes the classroom of three teachers in a school in Karachi, Pakistan. The data is collected through in-depth interviews and classroom observations. The data for the study was analyzed using Thematic Analysis. The study's findings suggest that teachers are not familiar with the ideal of wait-time and do not seem to incorporate it in their teachings. Hence, the wait-time calculated was less than the ideal three seconds. The study also identifies findings regarding wait-time and the dynamics of instant feedback. Overall, through the participants, the study was able to identify the problems that could arise during the implementation of wait-time which should be considered by teachers. Nevertheless, it is important for schools to adopt teacher training and incorporate strategies to help students learn better within a classroom. This kind of understanding can enable students to become better learners in the classroom.

Friday Poster Session

82438 | *Kazakhstani Primary School Teachers' Perceptions and Practices of Functional Literacy*
Dana Ryspayeva, Zhubanov University, Kazakhstan
Anara Urkunova, Zhubanov University, Kazakhstan
Laura Karabassova, Zhubanov University, Kazakhstan

The concept of "Functional Literacy" expands the traditional definition of literacy by focusing on cultivating students' creative and critical thinking skills for real-world application beyond traditional school subjects. In response to new demands, teachers are required to use innovative teaching approaches and embrace new visions of education in their practices. However, research evidence shows that many teachers face challenges when transitioning from old to new teaching methods. Therefore, the study aims to explore the functional literacy perceptions and practices of primary school teachers in West Kazakhstan. To triangulate data, this study employs a concurrent embedded strategy of mixed methods design. Quantitative data were collected through a survey questionnaire using "Qualtrics", involving 1,217 primary teachers. The survey examined primary school teachers' perception of the functional literacy definition in West Kazakhstan. Data collected were analyzed through SPSS, employing descriptive statistics and correlation analysis. However, it was limited to the questionnaire variables, restricting teachers' extensive perceptions of their practices. In light of this limitation, the study also included observations of lessons (n=14) conducted by seven primary school teachers across four mainstream schools. When exploring teachers' perceptions of functional literacy, it was found that the majority (more than 60% in each item) had a clear understanding of the concept. However, it was revealed that classroom activities still lack problem-based learning, inquiry-based learning, critical thinking tasks, open-ended discussions, and collaborative work, with a limited number of these elements present. Post-observation interviews identified several challenges, including lack of teaching materials, technical support, teacher collaboration, and professional development opportunities.

82857 | *Developing an AI-Powered Robotic Assistant for Interactive Video-Based Learning: Engineering Innovations and System Design*
Chen Giladi, Sami Shamoon College of Engineering, Israel

This study presents the development and evaluation of an AI-powered robotic assistant designed to revolutionize classroom video-based learning. The study focuses on the system's engineering innovations, which leverage advanced natural language processing (NLP) and computer vision techniques to generate interactive multiple-choice questions from educational YouTube videos automatically. The robotic assistant transcribes video content using state-of-the-art speech recognition algorithms and segments it into distinct parts. GPT-based language models generate multiple-choice questions for each segment, projected onto students' desks, creating an immersive and interactive learning experience. The system features a 3D-printed face with a human-like appearance and lip-sync capabilities, enhancing communication and mimicking traditional teaching presence. Student interaction is facilitated through innovative 'flip-flop' devices with ArUco markers, enabling real-time collection and analysis of responses. This feedback loop allows for dynamic adaptation of video content and questions, tailoring the learning experience to students' needs. The study evaluates the system's performance in a classroom setting, assessing its ability to generate relevant questions, engage students, and adapt to their responses. The findings demonstrate the potential of the AI-powered robotic assistant to enhance video-based learning experiences and reduce teacher workload. This research contributes to the literature on AI-driven educational technologies, highlighting the successful integration of advanced NLP, computer vision, and robotics in transforming video-based learning. The study concludes with future research and development recommendations, focusing on further enhancing the system's capabilities and scalability.

Applied Linguistics Research

79945 | *The Strategies and Mediating Processes of Learning English Inflectional Morphemes: A Case Study for Taiwanese English Learners*
Hsiu-Ling Hsu, R.O.C. Naval Academy, Taiwan
En-Minh Lan, National Formosa University, Taiwan

How to consistently and correctly orally produce verbal morphology, such as English regular past tense inflection, has been a big challenge and troublesome for FL learners. The research aims to explore EFL (English as a foreign language) learners' developmental trajectory of the inflectional morphology (i.e., what mediating processes and strategies EFL learners use) to attain the native-like prosodic structure of the verbs with regular past tense −ed by comparing the differences among EFL learners at different English levels. This research adopted a self-repair analysis and Goad and White's (2006) Prosodic Transfer Hypothesis with three developmental stages as a theoretical framework. Two experiments were conducted, grammatical tense test (Experiment 1) and read-aloud production (Experiment 2), and 30 participants (low-, middle-, and advanced EFL achievers) were recruited. The EFL learners' self-repair data showed at least three interesting findings: (a) two strategies used by EFL English learners to produce verbs with -ed were to delete internal syllable and to divide a four-syllable verb (e.g., 'graduated') into two prosodic structures (e.g., 'gradu' and 'ated' or 'gradua' and 'ted'); (b) true vowel epenthesis was found only in the low EFL achievers; and (c) fortition (native-like sound) was observed in the low and middle EFL achievers. These findings and self-repair data disclosed mediating processes between the developmental stages and provided insight on how Taiwan EFL learners attained the adjunction prosodic structures of regular past tense verbs in English.

82581 | *The Impact of Japanese Grammatical Structures on Emoji Sequence Preferences*
Kazuki Sekine, Waseda University, Japan
Manaka Ikuta, Waseda University, Japan

In this study, we examined how emoji use in text messaging is influenced by the grammatical norms of the user's native language, with a focus on Japanese speakers. Following Cohn et al's (2019) findings that English speakers align their emoji sequences with English's SVO word order, we investigated if a similar pattern emerges among Japanese users, whose language typically follows an SOV order. Engaging twenty native Japanese adults in a series of text-based conversations using Google Hangouts on iPads, we structured our experiment into rounds where participants communicated using either solely Japanese text, emojis, or a combination of both. Our findings revealed a pronounced preference for SOV or OV sequences in emoji use, closely mirroring Japanese grammatical tendencies, notably the optional nature of the subject in sentences. The study further explored the substitution of words with emojis, noting a predilection for replacing nouns over verbs, which underscores the difficulty of expressing complex ideas through emojis. This pattern of simplification, especially in the omission of subjects, reinforces the impact of native grammar on emoji use. Our research contributes valuable insights into the design of more intuitive emoji-based interfaces and suggests implications for digital communication across linguistic boundaries, emphasising the role of native language structure in shaping online interactions.

Friday Poster Session

Culture and Language

80076 | *A New Definition of Predicate and Predicate Phrase of the English Sentence Based on POES (Predicate Oriented English Speaking)*
Byeongyong Kim, Sociom Research Center, South Korea

In actual, as opposed to invented discourse, there is more speech indicating the identity (The boy is a student), class (The rock is granite), quality (It is hard), or state (He is busy) of people or things described by a noun or adjective than that indicating the action (He reads books), or movement (It rolls) represented by a verb. Yet, traditional prescriptive English grammar description (T-PEGD) explains English grammar based on verbs both semantically and syntactically. This causes its description to be inadequate and impractical resulting in T-PEGD not encompassing all types of English but certain categories of English such as formal or prescriptive ones, and therefore, coming to recognize in colloquial English there are utterances and sentences deviating from T-PEGD. This raises the question in English acquisition, especially for L2 learners, how to cope with the incompliances. In order to solve this problem, this paper introduces a new definition of English predicate and predicate phrase as well as a scientific expression of predicate phrase including a set of examples, which finally come to be a new model of describing English grammar called POES. This approach examines the utterances and sentences based on the predicate as the topic carrier, which is not limited to a verb but can also exist as a noun or adjective. It also does not differentiate between spoken and written English, in effect, combining them to provide a more sustainable, consistent, and realistic description of English grammar that will comply with everyday English.

Professional Development

80407 | *The Future of English as the Lingua Franca for Young Scientists in EFL Contexts*
Tanya McCarthy, Kyoto University, Japan
Matthew Armstrong, Kyushu University, Japan

The future of English has become a hot topic of discussion in recent years where stakeholders in EFL contexts are considering the current and future needs of students. This three-year research project in a research university in Japan aimed to contribute to this discussion where current talks about the curriculum raised questions about the role of English as a lingua franca for young researchers. Two key questions which this project sought to answer were: What is the changing role of English for the future of young researchers? Do current language learning methods meet the needs of our future researchers? A mixed method approach was taken through conducting surveys and guided discussions with the stakeholders—student surveys (n=78) and discussions with professors (n=5), policy makers (n=2), and industry experts (n=2). All discussions were recorded and analysis was done by identifying areas of similarities in perceptions and gaps which emerged through differences. Initial findings showed similarities in the need for being offered more opportunities for academic and research discussion with international students, and real-life simulations of specific future research and professional situations they will encounter. Core differences identified were concerned mainly with the specific language skills and AI tools required to prepare students adequately for future research and job-related tasks. Major insights gleaned from stakeholder discussions will be presented and the researchers encourage a spirited discussion with attendees to gain a more global perspective on policies and directions regarding English as a lingua franca for young researchers in EFL contexts.

Psychology of the Learner

79174 | *Motivation and Oral Foreign Language Vocabulary*
Elena Nicoladis, University of British Columbia, Canada
Kimberly A. Noels, University of Alberta, Canada

One important predictor of foreign language (FL) achievement is intrinsic motivation, the desire to learn a foreign language because the experience is pleasurable and satisfying (Ryan & Deci, 2000). In contrast, studies have shown that FL achievement is either negatively related or less related to extrinsic motivation, learning a foreign language because it is required by external sources. Most of the previous research has focused on students' achievement in written work. The purpose of the present study is to test whether these results generalize to oral vocabulary. Participants were enrolled in a beginning French or Spanish course at an English-language university. They filled out a motivation questionnaire at the start of term. The participants were highly intrinsically motivated (M = 5.3, SD = 1.2, on 7-point scale) and moderately extrinsically motivated (M = 3.0, SD = 1.1). At the end of the term, participants were invited to take a receptive oral vocabulary test and tell both a fictional and autobiographical story in French or Spanish. To assess productive vocabulary, we counted the number of unique words the participants said when telling the stories (i.e., word types). The participants' extrinsic motivation was negatively correlated with the number of word types they used to tell the stories but not receptive vocabulary. Intrinsic motivation was unrelated to both measures of oral FL vocabulary. We argue that cognitive factors likely play a more important role in oral FL vocabulary than motivation.

Built Environment

82884 | *A Unique Physical Activity Park Designed for Older Adults in a Neighborhood Environment*
Yael Zilbershlag, Ono Academic College, Israel
Sigal Liraz Saltzman, Ono Academic College, Israel
Ella Been, Ono Academic College, Israel

Despite the numerous benefits of physical activity, older adults often encounter barriers to regular exercise, including limited accessibility, lack of motivation, and financial constraints. Therefore, it is important to place designated outdoor physical activity parks specifically designed for older people within a community environment. These parks aim to improve strength, balance, range of motion, coordination and overall mobility and function, thus encouraging physical activity and promote healthy aging, in an accessible manner. This study assessed the feasibility of using these parks to encourage physical activity, investigate motor and cognitive function, and maintain quality of life. Independent participants were recruited from the community, and frail participants from day centers adjoining the parks. Participants completed pre/post-intervention evaluations. Exercise sessions lasted 30-45 minutes, and were provided twice weekly over an eight week period. Overall participant satisfaction with the use of the park was high. Our initial results demonstrated that an outdoor park intervention among older frail and independent adults may have a significant positive impact on physical and psychological health variables and future research should be encouraged in this area.

82945 | *Stimulation Scale of the Living Environment: Validation by Experts in Ageing*
Maëlle Scouvemont, University of Liège, Belgium
Valériane Tannoia, University of Liège, Belgium
Gwendoline Schaff, University of Liège, Belgium
Olivier Bruyère, University of Liège, Belgium
Christina Schmidt, University of Liège, Belgium
Catherine Elsen, University of Liège, Belgium

People are living longer than ever before, prompting society to explore resilient housing solutions. Ageing at home is a favored option, yet the stimulation provided by the living environment (including both home and proximal environment) should be adequate to the health of older people. The HABITAGE project seeks to study the association between the stimulating nature of the living environment of older and two components of their health: physical activity and sleep. To do so, we are conducting a study including the design of a specific questionnaire that classifies habitats on a stimulation scale. The items of our tool were selected thanks to a review of the scientific literature. To define the most relevant questionnaire items for the stimulation scale, we are gathering the opinions of several stakeholders including older people but also experts in ageing and/or housing from five disciplines: housing, medical, psycho-social, home care, and territory planning. In a first phase, we are conducting semi-structured interviews with a restricted sample of these participants to evaluate the relevance of the items and to weight each section of the tool. In a second phase, a larger sample will be consulted through a survey, to mainly weight each element of the questionnaire. Weighting is essential to classify habitats according to their stimulating nature. The classification, linked to the state of health of an older inhabitant, will enable to determine whether the habitat is adequate, or if it needs to be adapted. The last tool version will be presented during the conference.

82949 | *Housing Assessment Tools for Older People: A Systematic Mapping Study*
Valériane Tannoia, University of Liège, Belgium
Catherine Elsen, University of Liège, Belgium
Stéphane Adam, University of Liège, Belgium
Olivier Bruyère, University of Liège, Belgium
Gwendoline Schaff, University of Liège, Belgium
Maëlle Scouvemont, University of Liège, Belgium

The aging of the population, combined with the desire of older people to age in place, call for a rethink of their housing environment, often proven to be unsuited to their needs. Our study unfolds under the larger umbrella of the "HABITAGE" research project, which seeks to study the stimulating nature of older people's living places by exploring the influence of their living environment (including both the "home" and the "proximal environment") on their health. One of the project's final aims is to develop a "housing stimulation assessment tool" that will indicate whether an older inhabitant's living environment is adapted to their state of health. To achieve this, a first step is to collect, analyze and synthesize existing tools and guides assessing the living environments of older people (including people with reduced mobility). Through this poster, we present a "systematic mapping study", which aims (i) to map out and categorize existing literature on such existing tools and guides and (ii) to identify gaps in the researched literature. The documents included in the study are selected based on their title, abstract, and keywords and are extracted from various databases including PubMed, Scopus, Web of Science, as well as from grey literature. The presented poster will highlight the main findings of the systematic mapping study, providing a comprehensive overview of existing housing assessment tools and offering insights into the types of housing targeted by these tools, their main objectives, criteria for assessment, origins, and users' profiles.

Entrepreneurship/Silver Economy
82986 | *Technology Acceptance in Late Life: An Intergenerational Intervention Program to Promote Older Adults' Digital Navigation Skills*
Helene H. Fung, The Chinese University of Hong Kong, Hong Kong
Hongmei Lin, The Chinese University of Hong Kong, Hong Kong

Technology use provides tangible support and improves the well-being of older adults, addressing the challenges posted by population aging. Although previous efforts have focused on increasing financial availability and improving physical design factors to foster older adults' technology acceptance and usage, these efforts have fallen short, and older adults still exhibit low acceptance and usage of technology. To overcome these barriers, this program aims to integrate psychological practices into an intergenerational intervention to promote older adults' digital skills. In the first stage of this program, 20 Hong Kong older adults were paired with 20 younger adults to participate in an intergenerational intervention. Recognizing the lack of digital navigation skills as a potential barrier to older adults' outdoor mobility and social engagement, we incorporated learning digital navigation skills using Google Maps as key scenario in the program. Additionally, the program included four intergenerational activities that utilized gamification elements and incorporated various navigation skills, such as identifying signs, locating specific places, and designing routines. Older adults' attitudes toward technology and well-being were measured before and after the intervention. Their familiarity with digital navigation skills was measured during the four intergenerational activities. Our results revealed improvements in older adults' familiarity with digital navigation skills. Moreover, the intergenerational intervention increased older adults' willingness to learn new skills and promoted their well-being. The results suggest that intergenerational interaction can motivate older adults' technological acceptance and usage. This can guide the development of effective interventions and has policy and practical implications for addressing the digital divide.

Friday Poster Session

82554 | *"Slice Me Nice": Making Sense of the Patient/Client-Aesthetic Surgeon Relationships in the Cosmetic/Aesthetic Surgery*
Michaela Honelová, Charles University, Czech Republic
Lucie Vidovićová, Charles University, Czech Republic

(Anti-ageing) aesthetic surgery is currently the fastest-growing commercial medicine. Despite the popularity of aesthetic surgery and its power in society, less research attention is paid to what happens between women (potential clients/patients) and aesthetic surgeons during the consultation process at the aesthetic surgery clinic. Therefore, we tried to fill the gap in this study by understanding negotiation, power positions, and trust anchored between women (potential patients/clients) and aesthetic surgeons. Through qualitative research based on interviews and non-participatory observations, this poster attempts to comprehend the meaning attributed to these aesthetic interventions by the aesthetic surgeons and the women patients/clients. Aesthetic surgery has specific communication practices, language, trust-building, and gender-specificities. All these aspects will be discussed in this presentation.

Frailty

80814 | *Frailty and Cognitive Decline Are Associated*
Jair Licio Ferreira Santos, University of São Paulo, Brazil
Yeda Aparecida Oliveira Duarte, Faculdade de Saúde Pública, Brazil

Frailty syndrome involves several body systems, resulting in deficits in normal functions. The most usual results are muscle loss, reductions in stamina, endurance, weight, and fitness. Subjective Cognitive Decline (SCD) is the self reported experience of worsening or more frequent confusion or memory loss. To describe the prevalence of frailty among older adults (60 and +) living in São Paulo, Brasil in 2015 and analyze its association whith Cognitive decline. This is a cross-sectional study using the Health, Well-being, and Aging Study (Saúde, Bem-Estar e Envelhecimento - SABE) database of 2015. Five components identified the frailty syndrome: weight loss; fatigue; decreased strength, low physical activity, and reduced walking speed. Older adults were classified as "pre-frail" (1-2 components) and "frail" (3 or more). Cognitive impairment was assessed by MMSE. Total number of older adults elegible for evaluation was 1034. 9% were frail, 66% pre frail and 25% Non Frail. Cognitive decline prevalence according to frailty was: 7% (Non Frail), 11% (Pre Frail) and 19% (Frail). P value for design based test of association was p = 0,0035. Frailty and cognitive impairment are associated. This result may be of good help to design and apply interventions aimed to improve the quality of life of elders.

81913 | *Cardiorespiratory Performance in Sarcopenia Older Thai People: A Matched Case-Control Study*
Kornanong Yuenyongchaiwat, Thammasat University, Thailand
Nuntiya Boontanom, Thammasat University, Thailand
Patcharee Kooncumchoo, Thammasat University, Thailand

Background: Older people are at significantly higher risk of health concerns, including musculoskeletal and respiratory problems. Recently, sarcopenia, which is a loss of muscle mass and physical performance, has been linked with a decline in activities in everyday life and a poor quality of life afterward. However, there aren't many studies exploring how sarcopenia affects the strength of the respiratory muscles. and functional capacity. The objective of this study is to compare cardiorespiratory performance between older adults with sarcopenia and without sarcopenia. Methods: A case-control study with 200 participants was classified as a sarcopenia group and a non-sarcopenia group. Participants were required to complete a handgrip dynamometer, a 6-meter walk test, and bioimpedance analysis. The diagnosis was based on the definition of sarcopenia from the Asian Working Group for Sarcopenia 2019. A 6-minute walking test and respiratory pressure meter were performed to evaluate functional capacity and respiratory muscle, respectively.Results: The participants with sarcopenia had significantly poorer inspiratory muscle strength (46.73 ± 21.06 vs 59.22 ± 26.89, p <0.001) and functional capacity (309.19 ± 72.05. vs. 332.13 ± 77.62) than those older people without sarcopenia. Conclusion: Respiratory muscle strength and functional capacity are reduced in older people with sarcopenia compared to older people without sarcopenia

Lifespan Health Promotion

80786 | *Nursing Students' Home Visits to Community-Dwelling Older Adults with Chronic Multimorbidity: Effects of the Visitame Controlled Randomised Trial*
José Manuel Hernández-Padilla, University of Almería, Spain
Anabel Chica-Pérez, Emera Nursing Home, Spain
Iria Dobarrio-Sanz, University of Almería, Spain
Matías Correa-Casado, University of Almería, Spain
José Granero-Molina, University of Almería, Spain
Cayetano Fernández-Sola, University of Almería, spain

Introduction: Community-dwelling older adults with chronic multimorbidity have difficulties to implement self-care. We believe that a nursing student-led home visiting programme could foster self-care behaviours in community-dwelling older adults with chronic multimorbidity. Objective: To examine the short and medium-term effects of a nursing student-led home visit programme on self-care behaviours, self-care self-efficacy and functional ability to perform basic activities of daily living (ADLs). Methodology: Randomised clinical trial (NCT05264207). Participants were randomly assigned to either a control group (CG; n=142) or an intervention group (IG; n=142). The SC-CII (self-care behaviours), the SC-SES (self-efficacy in self-care) and the Barthel Index (functional ability for ADL) were used to collect data at three time points (pre-test, 12-week post-test, 6-month follow-up). The participants mean age was 76.96 ± 7.3 years and the average number of chronic conditions was 5.86 ± 3.3. Results: Significant differences between groups were observed in the three subscales of SC-CII and in SC-SES at three and six months (p<0.001). For the IG, within-group analysis showed total scores significantly improved after the home visits (p<0.001). For the variable "functional ability to perform ADLs", significant differences were only found between groups at six months (p=0.005). Conclusions: The VISITAME trial has proven that nursing student-led home visits could improve self-care behaviours and self-care self-efficacy, while reducing the decline in functional ability to perform ADLs amongst community-dwelling older adults with chronic multimorbidity. Implications for patient care: Nursing faculties and educators should work with regulatory bodies to integrate nursing student-led home visits in the services provided to older adults.

Friday Poster Session

80833 | *Cardiovascular Disease Risk and Household Type: Korean National Health and Nutrition Examination*
Hyunsu Kim, Kyungdong University, South Korea

Objective: To investigate the importance of cardiovascular disease prevention and management in one-person households without family support when high-emergency diseases occur by analyzing their risk of developing hypertension, dyslipidemia, and ischemic heart disease. Methods: This study used data from 15,913 adults aged ≥ 19 years from the eighth Korea National Health and Nutrition Examination Survey conducted once per year between 2019 and 2021. Results: The following variables had significant differences according to household type: age, marital status, education level, occupation type, personal income level, hypertension, dyslipidemia, stroke, ischemic heart disease, osteoarthritis, osteoporosis, diabetes mellitus, depression, stress level, smoking, drinking, weight management status, aerobic physical activity, systolic blood pressure, total cholesterol, fasting blood glucose, glycated hemoglobin levels, sex, rheumatoid arthritis, and renal failure. The risks of developing hypertension, dyslipidemia, and ischemic heart disease were significantly higher in one-person households; the risk increased 1.818, 1.461, and 1.702 times, respectively. Conclusions: Establishing a systematic management method to maintain the health status and daily lifestyle habits of one-person households may be critical for reducing the risk of exposure to high-emergency cardiovascular disease.

82299 | *Mediation Effect of Brain Volume on the Relationship Between Peripheral Inflammation and Cognitive Decline*
Bingting Zhuo, Sun Yat-sen University, China
Hualiang Lin, Sun Yat-sen University, China

Background: Studies have reported the associations between inflammation, brain volume, and cognition separately. It is reasonable to assume peripheral inflammation may contribute to cognitive decline through brain volume atrophy. Objective: To examine the associations between peripheral inflammation, brain volume, and cognition among adults, and to investigate whether brain volume atrophy mediates the inflammation-cognition relationship. Methods:We retrieved 20,381 participants with available data on peripheral inflammation, brain volume, and cognition from the UK Biobank cohort. Cognitive function was assessed by performance on cognitive tasks probing various cognitive domains. Brain volumes were measured by magnetic resonance imaging (MRI). Multivariable linear models were used to investigate the associations between three peripheral inflammatory indexes (C-reactive protein, systemic immune-inflammatory index, neutrophil-to-lymphocyte ratio), brain volume, and cognition. Mediation analyses were conducted to assess the potential mediating effect of brain volume atrophy. All results were corrected for multiple comparisons using the false-discovery rate (FDR). Results: Peripheral inflammation was inversely associated with grey matter volume (GMV), white matter volume (WMV), and cognition after adjusting for potential covariates. For instance, CRP was associated with the GMV of left parahippocampal gyrus (β= -0.05, 95% confidence interval [CI]: -0.06 to -0.04, pFDR =1.07×10-16) and general cognitive factor (β= -0.03, 95% CI: -0.04 to -0.01, pFDR = 0.001). Brain volume atrophy mediated the inflammation-cognitive decline relationship, accounting for 15-29% of the overall impact. Conclusion: In this cohort study, peripheral inflammation was associated with brain volume atrophy and cognitive decline. Brain atrophy may mediate the inflammation-cognitive decline relationship.

83399 | *Nursing Students' Experiences of a Home Visiting Programme for Older Adults with Multimorbidity: A Phenomenological Study*
José Manuel Hernández-Padilla, University of Almería, Spain
José Granero-Molina, Universidad de Almería, Spain
Matías Correa-Casado, Universidad de Almería, Spain
Anabel Chica-Pérez, Universidad de Almería, Spain
Iria Dobarrio-Sanz, University of Almería, Spain
Cayetano Fernández-Sola, Universidad de Almería, Spain

Introduction: Nursing students must be competent to promote health amongst older adults with chronic multimorbidity; however, they often lack opportunities to practice the skills involved. Implementing a home visiting programme for community-dwelling older adults with chronic multimorbidity could improve nursing students' competence. Aim: To understand the experience of nursing students participating in a home visiting programme for community-dwelling older adults with chronic multimorbidity. Design: Qualitative study based on Gadamer's hermeneutic phenomenology. Method: Twenty-two nursing students were interviewed. Data were recorded, transcribed and analysed according to Fleming's method. Results: There were three main themes that depict the participants' experiences: (1) 'living the theory. Experience as a catalyst for learning', (2) 'the home visiting programme as a tool for promoting competence in caring for older adults', and (3) 'when learning sparks interest in working with older adults'. Conclusion: The home visiting programme had a positive impact on the personal and professional growth of nursing students. Participating in the programme led to deep learning that increased the students' interest in caring for older adults. Implications for practice: The implementation of a home visiting programme could be a beneficial strategy for the acquisition of competence to promote health and self-care; thus, guiding the development of new teaching strategies.

Resilience

82590 | *Psychometric Properties of the Assessment of Life Habits (LIFE-H) in People with Stroke*
Shamay S.M. Ng, The Hong Kong Polytechnic University, Hong Kong
Peiming Chen, The Hong Kong Polytechnic University, Hong Kong
Desmond Y.W. Lam, Physiotherapy Clinic, Hong Kong
Thomson W.L. Wong, The Hong Kong Polytechnic University, Hong Kong

Social participation involves individuals engaging in various social activities, groups and networks to contribute to their community and provide a sense of belonging. Social participation of stroke survivors is significantly associated with a decline in their functional level and cognitive state. Around 65% of people with stroke experience difficulties in social participation, while 54% face limitations in performing higher-level daily tasks such as shopping. It is crucial to assess the level of social participation in people with stroke. The Assessment of Life Habits (LIFE-H 3.1) assesses the level of difficulty with and assistance needed for various life tasks, and offers a comprehensive view of an individual's ability to engage in daily activities. This study aimed to investigate the psychometric properties of LIFE-H 3.1 in people with stroke. This study was a cross-sectional study with 64 participants (34 people with chronic stroke and 30 healthy older adults). All participants were assessed with The LIFE-H 3.1, the Fugl-Meyer Assessment of Upper Extremity and Lower Extremity, the Berg Balance Scale, the Timed Up and Go Test (TUG) and the 12-Item Short Form Survey (SF-12). Our results demonstrated that the LIFE-H 3.1 demonstrated excellent test-retest reliability (intraclass correlation coefficient=0.912-0.934). The LIFE-H score was significantly correlated with the TUG and SF-12 scores ($p < 0.008$). The cut-off for LIFE-H total score that best differentiated between people with stroke and healthy older adults was 9.462. To conclude, the LIFE-H is a simple, reliable, sensitive, and specific measurement tool for evaluating social participation in people with stroke.

Saturday, July 13

Parallel Sessions

All times are British Summer Time (UTC+1)

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

Saturday Onsite Parallel Session 1

Foreign Languages Education & Applied Linguistics

Session Chair: Rickey Lu

09:30-09:55

77584 | *Teacher's Perception of the Implementation of CEFR in the Indonesia's English Language Teaching Policy*

Maulana Mualim, Yogyakarta State University, Indonesia
Pratomo Widodo, Yogyakarta State University, Indonesia
Erna Adriyanti, Yogyakarta State University, Indonesia

Though the Common European Framework of Reference for Languages (CEFR) has received an increasing currency in Asia, it is not until recently that it is mentioned in the learning objectives of English education in Indonesia's curriculum. This article attempts to investigate the perception and readiness of Indonesian English teachers on the implementation of CEFR in Indonesia through mixed-method research. The explanatory sequential research design was employed. A questionnaire consisting of eleven 5-point Likert-style questions was distributed to 200 high school English teachers. The gleaned data were then analyzed by using SPSS version 25 to get the value of the data. After that, five English teachers were invited to participate in in-depth interviews. The qualitative data were then analyzed through thematic analysis. The finding revealed that the English teachers have a moderate level of familiarity with the CEFR framework (Mean: 3.46, Standard Deviation: 1.08, Crobach Alpha: .84), their perception on the CEFR adoption is in a high category (M.: 4.06, SD.:1.19, CA.: .93) implying that they perceive the CEFR positively, and they have a high level of readiness for the adoption (M.: 3.59, SD.: .85, CA.: .74). The qualitative data showed that although the teachers were aware of CEFR, most of them misperceive it as a standardization tool. They are positive about the implementation of CEFR in the new curriculum. However, issues such as teachers' insufficient knowledge of CEFR and the absence of a language portfolio and Reference Level Description need to be addressed accordingly.

09:55-10:20

79858 | *Improving 14-15 Aged EFL Students' Speaking Skills and Autonomy Through Making Podcasts*

Ainaz Shadkam, Nazarbayev Intellectual School of Chemistry and Biology in Aktau, Kazakhstan
Madina Yeskeldi, Nazarbayev Intellectual School of Chemistry and Biology in Aktau, Kazakhstan
Khuriya Paviz, Nazarbayev Intellectual School of Chemistry and Biology in Aktau, Kazakhstan

This action research's aim is to explore the impact of podcasting in improving speaking and metacognition skills of students in an EFL classroom. The experiment lasted 8 weeks and a mixed-method approach was used. There were 12 students in the experiment and 12 students in the control group. Research tools were pre/post tests, informal interviews, and a survey. Students made podcasts based on curricular topics weekly. The process included writing a scenario, recording and uploading it to a telegram channel. Students were evaluated according to grammatical range and accuracy, vocabulary, format, content, and delivery. The findings revealed that those students who could not convey their thoughts, uttering simple sentences with long pauses in pretest spoke confidently and more fluently using simple and complex sentences including conditionals, present perfect, with adequate vocabulary. For example, while two students scored 2 out of 6 in the pretest, they improved to 4 and 5 out of 6 in the posttest. Participants in the control group didn't show significant improvement. On average, students in the experimental group scored 1- 1.5 higher in posttest. According to the survey, a 36.4% increase in accuracy and fluency, and 27.3 % in vocabulary knowledge was achieved. Students have learned grammatical structures such as conditionals, perfect tense, infinitive/gerund. Podcasting built on vocabulary knowledge; on average about 30 new words. Interview data demonstrated that motivation, critical and creative thinking skills were enhanced, additionally students started noticing and correcting their mistakes which also improved their metacognitive skills.

10:20-10:45

82097 | *Does Explicit Instruction About First Language Make All the Difference?*

Chandeera Gunawardena, University of Sunderland, United Kingdom

The present study investigates the effects of explicit grammar instruction on second (L2) grammar development by exploring L2 English learners' use of adverb placement in English following different types of grammar instruction. A review of recent literature shows a scarcity of research that looks at whether providing explicit information about the learner's first language (L1) can reduce the effects of crosslinguistic influence in additional language acquisition. Therefore, the present advances previous research as it explores whether L2 learners could benefit from contrastive explicit information about their L1 and L2. Seventy-two proficiency-matched L2 English learners participated in the study. All participants were L1 Sinhala speakers from Sri Lanka. They completed a Cambridge English proficiency test, and the results indicated that the participants had pre-intermediate proficiency in English. They were randomly assigned to three different groups. The first group received implicit grammar instruction on adverb placement in English, whereas the second group received explicit grammar instruction on the same property. Further, the third group also received explicit grammar instruction. Additionally, they received explicit information about their respective L1 Sinhala. Prior to the experiment, neither group had received instruction on adverb placement in English. The participants were tested immediately after the instruction and then six weeks later. The data were collected via a judgement task. The results indicate that the third group outperformed the other groups on the post-tests. Therefore, the findings suggest that providing explicit information about the L1 can facilitate L2 grammar development.

10:45-11:10

78168 | *Pragmatics of Discourse Markers: Turn-Taking Strategies*

Rickey Lu, The Hong Kong Polytechnic University, Hong Kong

For non-native speakers of English, mastery of the spoken language is often more difficult than writing. This may be due to various factors, such as appropriate input and opportunities to speak if English is learnt in a foreign language setting. At the same time, achieving a high level of oral proficiency in a second language is often linked to cultural and pragmatic understandings of speech conventions, including turn taking. Thus, an understanding of language beyond lexicogrammatical rules (e.g. pragmatics) is extremely important for English language learners. Pragmatic competence of discourse markers in speech, for example, is an important but difficult skill for non-native speakers to master in order to have appropriate control of their language during conversations. This presentation therefore examines discourse markers usage between a non-native and native speaker of English through a case study interaction. Possible discrepancies in pragmatic understandings of these linguistic units will be discussed, highlighting issues that non-native speakers and teachers should pay attention to.

11:25-12:40 | B07 (Basement)

Saturday Onsite Parallel Session 2

Perspectives on Foreign Languages Education

Session Chair: Yoganjana Sushanthi Menike

11:25-11:50
82543 | *A Comparative Study of Persian Synthesized Intonation Based on Autosegmental-Metrical and PENTA Models*
Fatemeh Lotfi, International University of Imam Khomeini, Iran
Vahid Sadeghi, International University of Imam Khomeini, Iran

This paper presents a comparison study concerning the level of naturalness of the manipulated Persian intonation based on AM and PENTA models of speech prosody. In this piece of study, the implementation rules in accordance with the aimed approaches are based on the pitch contours analyses. Intonation is used in all languages and it is linguistically structured and pragmatically meaningful. PENTA model is based on communicative and functional view of speech. AM model reflects the connection between two subsystems of phonology and views tone on separate tiers. A corpus containing 15 sentences was created with different types of focus on the content words. In production level, 12 male and female native speakers of Persian participants were assigned to produce and record the sentences. The data were analyzed and resynthesized via PRAAT software manually. Finally, 10 Persian native speakers were selected to judge the naturalness of the manipulated sounds of both AM and PENTA Models. After accomplishing the perception level, based on the quantitative results obtained from a chi-squared test (xi2) analyses, we argue that firstly, there is a significant difference between the natural speech intonation produced by the control group and the sampling groups. Although, the other test was conducted on two sampling groups comparing AM and PENTA models. The obtained results of its xi2 test indicated no significant difference between the Persian manipulated speech intonation based on Autosegmental-metrical approach parameters and PENTA.

11:50-12:15
82895 | *Implementation and Future Trends of the Japanese Language Teaching Programme for the Undergraduate Programme at Mongolian National University of Mongolia*
Ganchimeg Ayurzana, Mongolian National University of Education, Mongolia

Japanese language courses have been offered in Mongolia for 48 years. According to the Japan Foundation's 2021 survey, there are 117 institutions that offer Japanese language courses in Mongolia including 23 universities, 29 secondary schools, and 65 language centers. MNUE, one of the largest educational institutions in Mongolia, began training Japanese language teachers and translators in 1998. In the 2023-2024 academic year, 89 students are majoring in Japanese Language Teaching and Japanese-English Language Teaching programmes. In this research, we aim to study and clarify the current status and future trends of the implementation of the "Japanese Language Teaching" and "Japanese-English Language Teaching" programmes within the "Teacher and Foreign Language Education" undergraduate programme at MNUE, which has been implemented since 2014. Any educational programme requires analysis for improvement. Therefore, a total of 64 first- to third-year students from the Japanese Language Teaching Programme were asked about and analyzed for the implementation of the programme. This research analyzed the current situation related to various aspects of the programme, including programme selection, teacher selection, independent assignments, assessment methods, textbooks, teaching methodologies, and satisfaction surveys.

12:15-12:40
79433 | *Correlation Between the Textbook and Advanced Level (A/L) Syllabus of German Language Sri Lanka and Its Contribution to the Examination*
Yoganjana Sushanthi Menike, University of Potsdam, Germany
Winnie-Karen Giera, Univetrsity of Potsdam, Germany

Textbook is the tool of a corresponding course, which offers a variety of learning activities that focus on the learning outcomes. According to Schiffler, a textbook provides a grammar progression undoubtedly with the necessary instruction (1998: 12). But Klippel (1987: 12) finds that a textbook is not the most suitable medium for training of communicative language behaviour. Within the constraints of the curriculum, often represented by the dominance of the textbook, learners find no space to speak as themselves, to use language in communicative interaction, to write, to simulate responses from fellow learners, to find solutions to relevant problems (1993: 310). According to Legutke and Klippel, there are some controversial discussions about whether it makes sense to use the textbook successfully in the curriculum. As part of the doctoral research, this study investigated whether the prescribed textbook Themen aktuell is a good recommendation for the preparation of the A/L German final examination. A google form questionnaire was distributed to the candidates who sat for the A/L German exam in February 2022 and 63.2% of the respondents (n=41) mentioned that the textbook Themen aktuell is not sufficient for the final exam. Using Funk's (2004) catalogue of criteria, an empirical study was conducted to determine whether the prescribed textbook was inadequate for the A/L examination. The study concluded that the textbook and workbook contained sufficient speaking and listening activities, but not enough grammar, literature and writing exercises to adequately prepare students for the A/L German exam.

12:55-14:35 | B07 (Basement)
Saturday Onsite Parallel Session 3
Comparative Issues in Academic Writing
Session Chair: Biljana Djoric Francuski

12:55-13:20

82515 | *From Text to Context: Analyzing Idiomatic Expressions in Psychological Thrillers Through Corpus-Based Study Among Law Students in Uzbekistan Higher Education*

Sojida Samandarova, Uzbekistan State University of World Languages, Uzbekistan
Abror Shaymardanov, Uzbekistan State University of World Languages, Uzbekistan

Teaching English for Specific Purposes is a less explored branch in Uzbekistan and it has been a crucial part of discussion. Considering the process of student-centered learning with flipped classroom using corpus tools, focusing on cognition of idiomatic units in modern literature can be the most perspective part of the involvement. ESP teachers in Uzbekistan are aiming to design the syllabus in terms of meeting students' needs for their future professions. As researchers have already indicated, the most frequent type of psychological units' transformations in the corpus can assist the author's intention to specify the utterance, to revive the meaning of the phraseological unit intensifying its expressiveness (Bekhta, 2022). C.P.Amador-Moreno (2022) argues that using corpus linguistics techniques can be beneficial in illustrating value of literary (re)productions. M.N.L.Azmi's research (2015) stresses the elements of concepts of "meaning" and "truth" in literary works and Lazar (2009) proves that literature can be used as a tool for discussion, controversy, and critical thinking in ESP setting. Concerning these issues, we designed over four-week home reading classes on "The Silence of the Lambs" by Thomas Harris in three gradual steps: 1) collecting idioms; 2) analyzing the frequency list of idioms in COCA; 3) exploring Uzbek literary translations of idioms using parallel corpora (www.uzbekcorpus.uz). The results showed that the experiment can help law students to learn the most frequently used idiomatic units in modern English. The presenters will discuss the challenges they faced and the productivity of classes by focusing on idiomatic units in psychological thriller fiction.

13:20-13:45

80705 | *Authority and Invisibility: [Im]Personal Authorial References in Research Article Writing*
Mohsen Khedri, Sohar University, Oman

Current approaches to academic communication view writing as a social activity and knowledge as the product of the social validation of claims. However, existing frameworks studying social interaction through language appear to be only partly apt for explaining socially generated linguistic features used to express objectivity. One problem with such frameworks is that they primarily deal with the articulation of subjectivity rather than with how objectivity is articulated. Another problem concerns the focus of frameworks, such as metadiscourse, which prioritize the explicit 'manifestation' of interpersonality. Hence, some lexico-grammatical structures expressing interpersonality, which are part of the inventory of resources used to convey objectivity, may not fit into current analytical schemes.
In this study, I argue that the rhetorical structure of objectivity is worthy of consideration when dealing with interpersonality in written academic discourse. This study took an interdisciplinary approach to explore the use of personal and impersonal authorial references in a comparable corpus of 160 research articles from disciplines belonging to both the soft and hard ends of the academic continuum. The aim was to determine whether authorial references are susceptible to variation across academic writing cultures. The results indicated disciplinary variations in both the frequency and use of personal and impersonal authorial references, especially when the disciplines were compared for contrasting effects. The results also showed differences in the incidence of use of personal and impersonal authorial references across discourse functions, which could be attributed to the adoption of different interpersonal strategies within the academic discourse communities.

13:45-14:10

83097 | *The Emergent Writer's Identity in First Year Undergraduate Writing*
Yurni Said-Sirhan, University of Singapore, Singapore

The focus of undergraduate academic writing programmes has predominantly been on clarity in the expression of ideas. Writer's positionality typically gets little attention or is downplayed in favour of teaching the academic genre and mechanics of writing. Using an interdisciplinary course that adopts the CLIL approach designed for first-year undergraduates at residential colleges at the National University of Singapore (NUS) as a case study, this paper examines the emergent writer identity of students in their research writing task. Students who enrol in this course come from different disciplines and may have varying levels of proficiency in English which makes it necessary to adopt an individualized and bottom-up approach to addressing issues in language proficiency (Brooke, 2018). Following Hyland's (2002) approach to investigating writer's identity, data for this study are gathered from student drafts and final submission in which the use of first-person pronouns is examined. Preliminary observations reveal that language proficiency and writer's identity are not necessarily correlated which then underscores the need to foreground writer's positionality in academic writing classes.

14:10-14:35

78083 | *Then and Now: Serbian Students' Attitudes on Megxit*
Biljana Djoric Francuski, University of Belgrade, Serbia

At the time when Harry and Meghan dramatically announced their departure from the UK, that decision came as a surprise even to those who closely observed events on the British Royal Court, and like a bolt out of the blue to others. Although a plethora of articles in the media and even books have been published on Megxit over the past four years, the real reasons for this phenomenon have yet to be fully ascertained. This research into Harry and Meghan's chronicle started immediately after Megxit happened, but the insight into the real story gets more complicated with every new and different perspective on the event. As soon as the couple revealed their decision, a case study was carried out with third-year students at the English Department of Belgrade Faculty of Philology, with one simple task: to describe what they saw as the main cause or causes for Megxit. Students were given the liberty to choose the form and length of their writing, so the results ranged from short one-sentence answers to entire essays. It is important to underline that the respondents had already completed three courses in British Studies, about UK's history, institutions and culture, and were starting the fourth course, so their knowledge about the British Royal Family was quite adequate. Nowadays, after a sufficiently long time distance, it is rather interesting to analyse the views of Serbian students regarding Megxit and to compare them with what has been revealed so far.

14:50-16:30 | B07 (Basement)
Saturday Onsite Parallel Session 4
Language Learning and Teaching Experiences
Session Chair: Guiping Yang

14:50-15:15
80297 | *Bridging the Reading Gap: Investigating Pedagogical Approaches in Language Classrooms*
Liao Feng Jiao, Panjab University, India
Kuldeep Kaur, Panjab University, India

Chandigarh Administration's 2020 report highlights a troubling dropout rate of over 10% of students aged between 14 to 18 in Burail. Furthermore, ASER's 2023 report highlights that nearly 25% of students aged between 14-18 struggle to read text fluently. This issue is particularly prevalent among students from low-income families who face various challenges in obtaining a quality education (Sarojadevi & Subramanian, 2018). The present study aims to examine the instructional strategies in English language classrooms and their impact on the development of reading skills among students studying in Burail school. This school presents a special case with many students who are first generation learners dealing with challenging home environments due to parental substance abuse, domestic issues, diverse backgrounds, languages and other socio-economic difficulties. The study adopts a case study approach, using a detailed qualitative analysis through interviews with teachers and students, observations in the classroom, reviews of educational materials and students' work. The study aims to gain a comprehensive understanding of how students' reading skills are being shaped within their complex personal and social environments, along with the pedagogical approaches used in the language classroom. The case study identifies the needs of learners and accordingly seeks to identify effective teaching methods that can enhance their reading skills. The findings in this study offer insights into teaching strategies that could support and empower students facing similar challenges, thereby improving their academic and linguistic competencies for educational and personal development.

15:15-15:40
79378 | *Exploring the Features of Asynchronous Online Dialogues Among Hong Kong ESL Learners*
Zenia Chan, University of Cambridge, United Kingdom

Educational dialogues have been in the limelight of research in the past decade due to its influence on learners' thinking and academic performance. The recent breakthrough in technology prompts the need for educators to maximise the affordances of digital tools for the benefits of the students. Leveraging the fully asynchronous online environment may be particularly valuable for English as a Second Language (ESL) learners since the confines of the traditional classroom may be lifted to facilitate more interactions and encourage varied language use. This qualitative study analysed the asynchronous online dialogues among Hong Kong (HK) ESL students using microblogs to reveal the characteristics of this type of classroom talk. Twenty-five secondary school students were solicited to express their views on various news articles. Engaging in open-floor discussions, they responded to each other's contributions. Subsequently, they were invited to self-evaluate their interactive processes. Inductive coding was utilised to code the online discussions and self-evaluations, with a focus on extrapolating talk moves and instances of dialogic learning. Data revealed that this type of classroom talk were reasoning-laden in nature. There were also numerous attempts in questioning, as well as instances of students capitalising the use of multimodal resources to support their argumentation. However, there seemed to be a clear lack of positioning and coordinating statements when ideas were introduced. Hence, asynchronous online dialogues seem to be distinctive of other types of classroom talks commonly found in ESL instruction.

15:40-16:05
82369 | *Teaching 21st -Century Skills in the EFL Classroom from Saudi EFL Teachers' Perspectives*
Khalid Al-Shihri, Najran University, Saudi Arabia

The language classroom of the 21st century goes beyond teaching and learning language skills and language areas, such as grammar and vocabulary. In Saudi Arabia, The 21st century skills-based teaching is increasingly being emphasized among educators, either teachers or school administrators. This study was conducted to explore EFL teachers' perceptions on integrating 21st century skills into their classrooms. This study adopted survey research. The sample of the study consisted of (49) teachers who were teaching at secondary school level in Najran City, Saudi Arabia during the academic year 2023-2024. The results revealed that EFL teachers have a moderate level of practicing these skills in their teaching context and they have knowledge of them. Furthermore, the finding revealed that EFL teachers have a high level of using technology as a tool for learning in their classrooms. Statistically, there are no significant differences between the means of the participants' responses due to both variables; Years of experience and the educational qualification. In the light of the findings, educational policy makers need to prioritize teachers' professional development and provide them with training opportunities that focus on how 21st century skills are taught.

16:05-16:30
83016 | *A Study on Stratified Teaching of Chinese Public English Education in Middle School*
Guiping Yang, University of Glasgow, United Kingdom

This study aims to find out how English teachers in Chinese public-school view and apply stratified teaching in their classroom. The study is part of a larger qualitative study. Four participants are from a middle (junior-high) school in China. This study adopts the combination of interpretivist paradigm and constructivism worldview. The methods used for the study included: One to one semi-structure interviews, and classroom observations. Based on the analysis of the field data, this paper puts forward the teaching method of multi-level teaching. Detailed examples are given to illustrate how and why teachers apply multi-level teaching in English teaching. The main findings include: The middle school English teachers in China consider multi-level teaching is an effective method and tent to apply it in their classrooms. The reasons are not only to implement teaching students per their aptitude but to better meet the teaching objectives related to Zhong Kao (Chinese High School Entrance Examination).

16:45-18:25 | B07 (Basement)
Saturday Onsite Parallel Session 5
Language Learning and Teaching Experiences
Session Chair: Vivaldi Chung

16:45-17:10

81035 | *Aspects of Politeness and Polite Expressions English Language Teacher Trainers Nurture in Preservice Teachers in Order To Promote Interpersonal Relations*
Nicholas Isaac Mukwana, Makerere University, Uganda
Connie Masembe Ssebbunga, Makerere University, Uganda

Knowledge of politeness and polite expressions in English language use is vital for every school going child to thrive and succeed in society as well as contribute to its well-being. The English language teacher, on top of teaching grammar, comprehension and composition writing, ought to focus on how effortlessly language can be used to establish lasting health interpersonal relations. This study was conducted in Makerere University, school of education and external studies, department of humanities and language education, in the English language and literature in English section. The study focused on the English language teacher trainers (ELTT) and Preservice English language teachers (PELT) as the unit of analysis. The main objective was to establish the aspects of politeness and polite expressions ELTT nurtured in the PELT. The study was qualitatively conducted and in-depth interviews guide, focus group discussions guide and document analysis guide were the instruments used to collect data. The results revealed that politeness and polite expressions are not catered for in the English language Teaching (ELT) curriculum, but the teacher trainers nurtured politeness spontaneously as situations arose during lecturer-learner interactions. The study recommends that politeness and polite expressions be included in the ELT curriculum, moderate the number of PELT admitted and a policy on mark allocation be tabled so that lecture attendance, participation and research work take the greatest percentage of the marks in order to neutralise the grade-centric mindset of the learners and encourage lecture attendance.

17:10-17:35

78789 | *The Study of the Influence of Comparative Literary and Cultural Studies on English Language Acquisition*
Gwanza Basilashvili, University of Ausgburg, Germany

Today many representatives of the educational and psychological fields try to find new methods to make language acquisition more interesting, involving, and interactive. Rote memorization is not an option anymore. Reading books, listening to music, watching movies, and observing artworks have positively determined the language acquisition process. Since all these activities help students learn a foreign language, there is a question, of whether a comparison between literary and cultural works can also influence English language learning. As many foreign universities offer courses in Comparative Literary and Cultural Studies (CLCS), my interest was to find out what kind of influence they have on language acquisition. In my investigation, I intended to explore the connection between making comparisons and improvement in language proficiency. To achieve this a 4-week experiment with 8 students majoring in English Philology was conducted. The students compared two literary trends, literary works on similar themes but written in different languages, literary and cultural works on the same topic and literary and cultural created on the same motives. The purpose of this study was to explore how the comparison between literary and cultural works influences lexis enrichment, grammar development, listening, writing, speaking and reading skills improvement. After the experiment was conducted, a self-developed questionnaire was sent to participant students. The analysis of the answers revealed that the majority of the students were engaged in language learning through CLCS, as they viewed the learning process as both interesting and useful. Questionnaire results revealed that the participants' language skills level improved.

17:35-18:00

81743 | *Impact of State-Trait Anxiety on the Foreign Language Anxiety: Mediating Role of Mindfulness*
Yin Liang Chang, Universiti Malaya, Malaysia
Fonny Dameaty Hutagalung, University of Malaya, Malaysia
Fong Peng Chew, University of Malaya, Malaysia

Issues related to the acquisition of a foreign language can result in negative psychological consequences further hindering the learning of the students. Such as anxiety among students tends to result in negative outcomes such as poor learning. Accordingly, it becomes crucial to deal with such issues to better foster the learning context of the foreign language. Thus, the purpose of this study was to test the influence of the state-trait anxiety and foreign language anxiety relationship. Additionally, mediating role of mindfulness was also examined. Aligned with the aim of the study positivism research philosophy was adopted and a quantitative-deductive approach was followed. All the variables were measured by adapting the questions from previous studies and a total of 433 students from 32 schools located in the Selangor state responded to the questionnaire distributed. The study results revealed that state-trait anxiety among the students tends to result in mindfulness among the school students and it is also found to influence the foreign language anxiety. Additionally, results also revealed that the state-trait anxiety and foreign language anxiety relationship is significantly mediated by the mindfulness of the school students. The results established that highly mindful students tend to have better learning in foreign language learning as compared to individuals with low mindfulness. From the results, variables showed symbiotic relationships and hence can be used as a model to develop a holistic personality of the learners in the future.

18:00-18:25

79397 | *Bridging the Gap Between Pedagogical Content Knowledge and Teacher Beliefs in Lesson Planning: A Multiple-Case Study of HK ESL Teachers*
Vivaldi Chung, University of Cambridge, United Kingdom

Within teacher cognition research, Pedagogical Content Knowledge (PCK) and teacher beliefs constitute distinctive domains, given their significance in driving classroom instruction and ongoing teacher development. Despite their importance in teachers' holistic development, there remains a noticeable gap in literature concerning the intersection of these closely linked constructs, particularly in the English as a Second Language (ESL) context. This gives rise to the assertion that unravelling the intricate relationships between PCK and teacher beliefs could provide a more comprehensive understanding of ESL teaching and learning. This multiple-case study scrutinises the PCK embodied by ESL teachers in Hong Kong and its interrelationship with their beliefs throughout the lesson planning phase. Self-designed lesson plans and instructional materials were collected from four secondary school teachers. Subsequently, participants engaged in stimulated recall interviews to articulate their planning experiences. Inductive coding was employed to extrapolate the PCK exhibited by teachers with their professed beliefs. Findings revealed that participants demonstrated extensive content and pedagogical knowledge, amongst other PCK domains. The study also illuminated dynamic interactions between PCK and their beliefs, with unilateral and integrative interactions emerging as prevailing types of interactions. It was also shown that participants also lack awareness towards these interactions, which underscores the importance of attending to teachers' own cognitive processes to further their classroom practices.

Notes

09:30-11:10 | B08 (Basement)
Saturday Onsite Parallel Session 1
Professional Training, Development & Concerns in Education
Session Chair: Maya Gunawardena

09:30-09:55

82790 | *The Praxis of Mentoring from a Social Learning Perspective: The Case of Practising Trainee Teachers at a Teacher Training College in Midlands Province of Zimbabwe*

Motalenyane Alfred Modise, Central University of Technology, South Africa
Nyika Richard, Central University of Technology, South Africa

Teaching practice (TP) a major components of any teacher training programme. During this period, the trainee teachers are attached to a mentor at a practising school. The mentoring process facilitates contextual and operational transfer of skills and knowledge between the trainee teacher and the mentor. The two are involved in a behaviour modelling and teaching skills relationship. Social learning theory plays a very important role at this stage. This study aimed at assessing the application of the social learning theory as a form of learning during teaching practice. The study was a descriptive survey which used quantitative and qualitative data gathering techniques to establish how mentor-mentee relationship modelled social learning theory. Twenty randomly sampled trainee teachers responded to questionnaires to elicit their views on what they learnt during their attachment to a mentor. Five mentors and five trainee teachers were interviewed to explore their views on mentor-mentee transfer of knowledge and skills. The results showed that the existing mentor-mentees scenarios were not ideal. The mentor teachers, who were supposed to mentor trainees, were the ones who had a lot to learn from them. Most of the trainee teachers were given more teaching loads than mentors and were regarded as teaching load relievers by mentor teachers. The study concluded that trainee teachers were not benefiting much from the mentor-mentee relationships. The study recommended that teacher training colleges should staff-develop mentors, incentivise mentors and ensure that trainee teachers were attached to good mentors.

09:55-10:20

82150 | *"You hum it and I'll play it": Investigating Musical Self-Perception and Confidence Among Trainee Primary Teachers in the UAE*

Philip Anderson, University of Birmingham Dubai, United Arab Emirates

Music's role in enhancing primary education is well-acknowledged, yet research points to a persistent gap between recognition of its benefits and the belief all teachers can integrate it into their practice. This study investigates the musical confidence of 38 trainee primary teachers at a university delivering an Initial Teacher Training (ITT) programme in United Arab Emirates, analysing their self-perceptions and teaching readiness. It assesses the success of an asynchronous bank of resources, designed to increase teacher confidence and self-efficacy. Through surveys and interviews, it emerged that despite varied musical backgrounds, participants uniformly expressed low confidence in teaching music, attributing this to their own self-assessment and external judgments of musicality. Use of the bank of resources was limited due to perceived time constraints and pressure to deliver "core" subjects. The findings suggest a need for institutional strategies to bolster musical confidence, advocating for flexible, informal teaching methods and reflective practices. Future research should consider how to apply this to all subjects outside the "core".

10:20-10:45

80723 | *Enhancing Teacher Competencies in Competency-Based Assessment: A Study on Effectiveness of Professional Development Workshop*

Gaurav Agarwal, Australian Council for Education Research, India
Anannya Chakraborty, Australian Council for Education Research, India
Anuradha Sharma, Australian Council for Education Research, India
Priyanka Sharma, Australian Council for Education Research, India

The National Education Policy 2020 of the Indian government emphasizes building competency-based learning systems, necessitating professional development for teachers in competency-based assessments. Therefore, our study investigates the effectiveness of a professional development initiative aimed at enhancing teachers' competencies in competency-based assessments within the Indian educational system. The intervention was conducted by the Australian Council for Educational Research (India), consisting of a five-day workshop for 70 government school teachers. The workshop's objective was to provide participants with an understanding of competency-based learning systems and the skills necessary to develop assessment items. To measure the workshop's impact, a pre- and post-workshop assessment was administered using an instrument encompassing both multiple-choice and constructed-response items related to the foundations of competency-based assessment. In evaluating the effectiveness of the workshop, we employed data visualization exploratory techniques to graphically analyze the distribution of scores before and after participation. This was complemented by item-level analysis and subsection-wise analysis, which allowed for an in-depth examination of specific areas of teacher competency. Subsequently, a detailed statistical analysis using the Wilcoxon rank sum test was used to test the significance of the workshop's impact. Our study showed significant improvements in average scores post-workshop, underscoring the importance of targeted professional development in elevating teaching standards and competency levels. Furthermore, it indicates that these initiatives significantly enhance teachers' competency-based learning and assessment skills, supporting the broader goal of transforming educational assessment to improve the quality of learning.

10:45-11:10

82762 | *Culturally Adaptive, Cohesive, and Sustainable Teacher Empowerment Program (CAC-STEP)*

Maya Gunawardena, University of Canberra Australia, Australia

Too much emphasis on student-centered education, or the so-called 'learnification,' has made teachers anxious because they foresee an overwhelming workload in future educational strategies where 'no child should be left behind.' While there are benefits to personalised learning, it is not only complex but chaotic in some contexts. Our research has explored teacher empowerment in the areas of personalised learning to enhance conceptual coherence to draw insights into key parameters that govern it, aiming to alleviate teacher stress and anxiety. Therefore, an effective intervention is required to upskill teachers and provide them with opportunities for gradual and meaningful transformation. The project explored the impact of a series of participatory interventions through an action learning meetings. Additionally, through a systematic literature review, we identified six teacher roles to enact personalised learning. We utilise these six teacher roles to help gather data about students, to engage learners in their learning process; teachers then co-designed learning experiences, negotiated the process with their learners, empowered them by providing guidance and resources, before assessing their achievements. Throughout this entire process, teachers monitor students' development of agency and self-regulation. The project, CAC-STEP, advocates for a community change where teachers thrive and evolve to be responsive and critically conscious. The highlight of the project is the cultural adaptation and collaboration to shift from a compliance model to an adaptive model.

11:25-12:40 | B08 (Basement)
Saturday Onsite Parallel Session 2
Professional Training, Development & Concerns in Education
Session Chair: Karen Chung-Chien Chang

11:25-11:50
82304 | *Reflections on COVID19 Impacts on Teacher Efficacy*
Michael Owen, Brock University, Canada
Tim Dolighan, Ontario Tech University, Canada

Building on studies that measured teachers' sense of efficacy for teaching online at the initial stages of the pandemic in the spring of 2020 (Barbour, Pressley, Dolighan & Owen …), this paper reflects on teachers' efficacy and experiences of teaching online one year into the transition to emergency remote online teaching (ERT) during the COVID-19 pandemic. We examine the impact of prior experience teaching online, experience teaching online during the pandemic, and access to online training on teacher self-efficacy as they adapted to online learning. What became clear to us and others (Barbour, Pressley) was that teaching remotely online under emergency measures was different from normal online teaching. We found teachers' willingness to collaborate with colleagues to solve issues affected teacher efficacy. Other findings revealed that access to technical and pedagogical support resources impacted teachers' sense of efficacy and experience teaching online. We make recommendations for structuring teacher professional development (PD) to address the challenges and opportunities of designing effective online teaching and learning (OT&L) contexts that build capacity in schools to leverage OT&L for emergency remote learning, blended learning and eLearning modes of education.

11:50-12:15
79267 | *An Analysis of the Learning Experiences of Teacher Education Students in South Africa During COVID-19*
Newman Wadesango, University of Limpopo, South Africa

Teacher education is premised on the tripartite alter of theory, pedagogy, and practice. The inculcation of knowledge and competencies premised on these aspects to students pursuing a vocation in teaching are the mainstay of teacher education programmes. The advent of the COVID-19 pandemic and its disruption of higher education processes is well known. Little is known of the pedagogical ramifications of COVID-19 within the teacher education sector. Narratives on the sector are slowly emerging. Moreso, in the South African context, an emerging body of knowledge on the effect of COVID-19 on teacher education programmes are gaining traction. Based on the foregoing, it is the intention of this paper to highlight student teacher experiences in traversing theory and practice during the COVID-19 pandemic era. Premised on a two-case study design, the paper analyses the experiences of a purposively selected sample of ten teacher education students at two universities in South Africa. Data were collected through two focus group discussions at the two sentinel sites offering a teacher education programme. Themes emerging from an analysis of personal accounts emanating from the discussions showed that the traditional face-to-face approach was sidelined in preference of technology-based pedagogies. This was more pronounced during the teaching practice phase of the programmes. In the process, such blended pedagogies adversely affected the theory-practice dichotomy, student-centeredness and reflexivity (praxis pedagogy) which have always defined teacher education. The paper upholds the cardinality of these values while embracing the positive aspects of technology in teacher education programmes at universities in disadvantaged contexts.

12:15-12:40
80777 | *Making Use of a Community of Practice: Distance-Learning Teachers Finding Support from One Another*
Karen Chung-Chien Chang, National Taipei University, Taiwan

During the past three years, many teachers have experienced the growth in managing their virtual classrooms due to the impact brought by the COVID-19 pandemic. Now, with the gradually fading worries from this threat, face-to-face instruction has resumed. Yet, the effort invested into improving online/distance learning continues. Take the tertiary education in Taiwan for example. Although many universities have encouraged their faculties to keep exploring the potential of distance-learning, the reality is only a few teachers have embarked on this journey filled with the unknown and challenges. This study reports how a group of twelve university teachers (from four disciplines) tried to support one another through a community of practice (CoP). A CoP is described as a group of people who come together to learn, share information, and reach their objectives because of their common interest or similar goals. All twelve participating teachers shared the same goal of designing and implementing a distance-learning course offered in the blended format combining both synchronously and asynchronously taught sessions. As a CoP, these teachers went through 26 weeks of working together and helping another navigate through course design and implementation. Three data collection tools, including the transcripts of their pre-training sessions, their records of in-semester meetings, and individual interviews, were employed to examine the functions of this CoP and the participants' perceived gains. The findings have indicated that this CoP was not only beneficial in assisting its members to overcome challenges, brainstorm solutions, and share course activities but also conducive to teacher development.

12:55-14:35 | B08 (Basement)
Saturday Onsite Parallel Session 3
Professional Training, Development & Concerns in Education
Session Chair: Hiea Mizyed

12:55-13:20
81775 | *Examine the Outcomes of Practicing 'Peer Observation of Teaching' in Taiwanese EMI Classrooms*

Wen-Hsin Wang, Nanyang Technological University, Singapore
Shih-Torng Ding, National Taiwan University, Taiwan
Wan-Chen Lee, National Taiwan University, Taiwan

This research project aims to investigate the positive impact that peer observation of teaching (POT) brings to their pedagogical development, in particular, EMI (English as a Medium of Instruction) teaching strategies. Recognizing the potential of peer observation of teaching (POT) can enhance teaching quality and facilitate faculty development in higher education (Gosling, 2002, 2013), the EMI Teaching and Learning Center (EMI TLC) at National Taiwan University invited 8 EMI lecturers from various universities to join this project. The practice of POT is expected to provide teachers with objective feedback and clarify the pedagogical issues in their EMI classrooms. This research project requires teachers to participate in at least one experience of reciprocal peer observation throughout the semester, expecting to see the positive impact that peer observation of teaching can bring to an EMI classroom. The research intends to monitor and record the dynamics of POT in EMI classrooms comprehensively. The 8 participating EMI lecturers will be interviewed to learn more about their opinions on this practice, and what changes have they made throughout the process; as for their students, they will be asked about their experiences on taking these EMI courses and whether they sense the changes their teachers have made after the practice of POT. This research explores the potential that POT can bring to enhance teachers' teaching performance and encourage their teaching behaviours, based on their reflections and students' feedback. The positive outcome of this research can be insightful for making progress in Taiwanese EMI teaching and learning.

13:20-13:45
80376 | *Exploring Professional Experiences and Occupational Well-being of Early Childhood Educators within Professional Learning Communities (PLCs) in Mainland China*

Yuting Guo, Durham University, United Kingdom

Professional Learning Communities (PLCs) play a pivotal role in fostering teachers' growth, encompassing not only their professional skills but also their emotional experiences. Despite this holistic approach, empirical evidence regarding the overall impact of PLCs on teachers' occupational well-being (OWB) in mainland China, particularly within preschool settings, remains limited. This study employs a mixed-methodological approach, conducting surveys with a total of 772 preschool teachers to explore the PLCs-OWB relationship. Additionally, it utilises 8 in-depth one-to-one interviews and 4 focus groups to interrogate the influences of PLC experiences on early childhood educators' well-being in Chengdu, a city in the southeast of China. The findings exemplify not only a significant positive correlation between PLC and preschool teachers' OWB, but also six key factors that significantly foster their OWB, including collegial support, unity of purpose, adaptive leadership, relationship, continuing professional development, and teachers as agents. These six themes are embedded in different types of PLCs, and highlight the transformative potential of PLCs in enhancing teachers' well-being and support a more enduring pursuit of professional knowledge of educators. This study concludes the establishment of a sustainable PLC as an ideal type for teachers' continuous growth, integrating the advantages of effectively encountering the uniqueness of teachers, optimising training and operating mechanism, and contributing to a community culture with inclusivity for working well together. In other words, a more holistic and sustainable PLC that asserts teachers' multifaceted needs is envisioned to optimise educators' liberating engagement in their vital work, thereby promoting well-being within their communities.

13:45-14:10
80632 | *Novice Teachers' Challenges in Teaching Learning Practice: Experiences of Primary School Teachers in Makassar*

Alwyn Yasin, Monash University, Australia
Ahmad Ardillah Rahman, University College London, United Kingdom

The main objective of this research was to investigate the perceptions and experiences of novice teachers in their teaching and learning practices. The participants of this research were five novice teachers in Makassar. A qualitative research method was adopted in this research by using phenomenological approach. The data collection methods taken in this research included photovoice, identity boxes and in-depth interview Meanwhile, the data analysis was conducted through data condensation, data display, and data verification or data conclusion drawing. The data were analysed using thematic analysis based on the theory of Maxims of Skilful Teacher proposed by Brookfield. The research findings from novice teachers in Makassar revealed key qualities deemed important for teachers, including possessing broader insights, understanding student differences, and fostering emotional engagement. Challenges identified encompassed a lack of teaching methods, misbehaviour of students, and the teachers' lack of adaptability in the current phase of post pandemic settings. To address these challenges, participants suggested strategies such as enhancing social presence, promoting teacher satisfaction and courage to take risks, and integrating theory and practice in the classroom and school environment. While teachers' emotional control was emphasised for managing student misbehaviours, teachers were also suggested to take risks to promote innovation and active engagement of students.

14:10-14:35
82300 | *Improving Early Year Teachers Content Knowledge and Self-efficacy Through Peer Coaching and Reflection: A Professional Development Model*

Hiea Mizyed, Higher Colleges of Technology, United Arab Emirates
Christine Eccles, Johns Hopkins University, United States

This paper presents a multi-faceted professional development program in the United Arab Emirates (UAE) aimed at supporting early year in-service teachers in their implementation of a brain-targeted teaching (BTT) pedagogy. We drew from the socio-cultural theory to investigate how four early year teacher educators working within a collegial peer coaching environment grounded in reflection were able to adopt and apply a contemporary professional development model. The context of the 13-week convergent mixed methods study was at a public kindergarten school in Abu Dhabi that served approximately 300 students. Data was collected through teachers' sense of efficacy scale (TSES), semi-structured interviews, weekly reports, and reflection sheets. Findings revealed (a) an increased teacher score change in teacher self-efficacy for instructional strategies after the professional development, (b) the BTT pedagogy provided participants with perceptions of change in child-centered instruction as needed for problem-solving skills development, (c) positive perceptions of collaboration, which led to, clarification in understanding, development of new ideas, and influenced teacher self-efficacy, and (d) through reflection, a shift in understanding towards child-centered instruction, salient decision making, and positive feelings towards teacher self-efficacy. The way in which each component of the model was integrated has implications for both theory and practice. Specifically, our findings highlight the need for policy-wide coherence in teacher professional development programs and for further analysis examining how collegial peer coaching contributes to knowledge acceptance and application of learning.

Saturday Onsite Parallel Session 4
Concerns in Higher Education Institutions
Session Chair: Kathleen Klik

14:50-15:15
80769 | *Empowering Excellence: Exploring Determinants of Perceived Effectiveness and Performance in Higher Education – Empirical Insights from the UAE HEIs*
Ahmed ElTahir Abubakr, Emirates Academy for Identity and Citizenship, United Arab Emirates

This research paper explores the effectiveness of higher education institutions in the United Arab Emirates (UAE) by identifying the factors that determine perceived effectiveness and investigating their impact on institutional performance. Based on the relevant literature, the study analyzed the key determinants such as the organizational culture, leadership styles, decision-making practices, strategic emphases, top management support, performance appraisal and recognition, training and professional development, and instructional technology of 17 federal, public, and private higher education institutions in the UAE. A self-administered questionnaire survey was conducted with 204 academic and senior administrators to gather data on the key determinants of effectiveness, perceived effectiveness, and institutional performance. The survey results were evaluated using exploratory factor analysis (EFA) and confirmatory factor analysis (CFA) to ensure reliability and validity. The researcher developed and tested a causal model utilizing Structural Equation Modeling to analyze structural relationships through AMOS software. The findings of the study indicate that organizational culture, leadership styles, decision-making practices, strategic emphases, top management support, and employees' performance appraisal positively influence perceived institutional effectiveness and explain the perceived effectiveness of higher education institutions. Furthermore, the study reveals that perceived effectiveness has a significant positive impact on institutional performance. The validated model of this study can be used for internal evaluations, benchmarking, and continuous quality improvement at higher education institutions.

15:15-15:40
82488 | *Financing Higher Education in Egypt: Issues, Policies and Trends*
Seddik Afifi, Merit University, Egypt
Mohamed A. Zaki Ewiss, Cairo University, Egypt

The Strategic financing decisions of higher education have multifaceted effects on creating a knowledge economy and equitable access, quality, relevance, research and innovation in particular. This paper is based on the data sources and examines financing policies, programs, practices, trends and challenges. Low levels of funding, the inefficiency of the higher education system, inconsistent funding policies, programs and practices, weak financial management system, shadowed equity and access and the rising cost of higher education are traced. The general purpose of this work is to examine the existing funding system of higher education in Egypt and provide strategic funding modalities to achieve higher education goals of access, equity, relevance, quality research and innovation. More specifically, its aims are: a) to examine financing policies in higher education, b) To analyze the trends of public financing in higher education in terms of GDP, public budget and the education budget, c) To explore the status of per student allocation in public financing, d) To examine the diversification of source of higher education funding, and e) To identify major challenges associated with higher educational funding. We present suggested strategic funding measures using the operational research approach to achieve higher education goals of equity, access, relevance, quality, innovation and research.

15:40-16:05
80943 | *The University Context of Teacher Education and Study of Education in India: Mapping Tensions, Contexts and Conflicts*
Radhika Mittal, Dr. B.R. Ambedkar University Delhi, India

This study aims to explore the location of teacher education and the study of education in the university context of India. The main research questions are as follows: How do universities conceptualize the study of education and teacher education in the university? How do policy frameworks and regulatory interventions shape/interact with the knowledge, practice and study of education and teacher education in the university? The nature of this study is qualitative. Semistructured interviews were done with the twenty faculty members from different universities who have written or are currently teaching education studies/ teacher education at the university. Along with the interviews, document analysis of national education policy documents, the vision/ mission statements of the selected university departments and their concept note were made. Data was analyzed using the Reflective Thematic Analysis method. The findings highlighted that the research, teaching, course conceptualizations, and recruitment in the university are shaped by the policy-politics of teacher education and higher education norms. This study is significant in mapping various tensions, such as teacher education regulations vs university autonomy, administrative workload vs professional goals, and liberal vs professional aspects of education, in locating teacher education and study of education in the university. Moreover, the findings also map the problems of the domain, such as the contested status of education as a discipline, hierarchies between scholars and practitioners of education, contradictory regulations, and the low academic status of teacher education.

16:05-16:30
82758 | *An Exploration of Faculty Welfare and Student Success: The Impact of Campus Social and Work Environment*
Kathleen Klik, University of South Carolina Union, United States
Emily Schafer, University of South Carolina Union, United States

Higher education faculty members' perceptions and experiences at work significantly impact their engagement and wellbeing. Faculty wellbeing and engagement are associated with student retention and success. While substantial research has explored school-level differences on student outcomes, investigations into faculty perceptions and experiences are limited. This study fills this gap by analyzing the effects of campus social and work environments on faculty outcomes. This project examines the influence of campus social environments (i.e., campus climate and identification/belonging) and work environments (i.e., leadership, team morale, and professional development) on faculty outcomes at five regional campuses within a large southeastern university system. Utilizing cross-sectional, quantitative research, we administered an online questionnaire to faculty members (n = 275), assessing campus social and work environments alongside faculty outcomes. Data collection occurred during faculty organization meetings at each campus in Spring of 2023. The questionnaire, adapted from the Australian School Climate and School Identification Measurement Tool (ASCSIMT) for faculty. Data analysis includes Structural Equation Modeling (SEM) and Hierarchical Linear Modeling (HLM). Individual-level factors reflect the constructs described above and campus-level factors relate to student success scores. Student success scores publicly available data released by the commission of higher education in the state where the campuses are located. This data will allow for the examination of how faculty perceptions about the social and work environment impact student success at each campus.

16:45-18:25 | B08 (Basement)

Saturday Onsite Parallel Session 5

Comparative Issues in Higher Education

Session Chair: Maxime François

16:45-17:10

79403 | *Whither the University? Economies of Knowledge and Values, and the Challenge in 21st-Century Postsecondary Education*

Linda Schwartz, Booth University College, Canada
Christina Belcher, Redeemer University, Canada

As Higher Education increasingly embraces the digital age, the challenges of differentiating what is most significant between the realms of information and wisdom become a keenly critical area for scholarly exploration. As technological access to information is adopted as both a means and an end in learning environments, so also does autonomy and independence in acquiring information become an 'end' in notions of education. Conversely, interdependence--a key strategy to advancing human understanding and wisdom--may appear to wane or morph into areas of artificial intelligence, socially-mediated economies of information and cultural significance, and virtual realities that democratize by producing critically un-examined ideologies and values. Higher Education's purpose stems from a focus on teaching people how to think wisely; therefore, understanding the root of learning as an exercise of intellectual and moral discipline, and as lived experience beyond the academy, is crucial. In examining the interfaces between independence and interdependence within human endeavor, conversations about wise acquisition and dissemination of knowledge and the relevance of information to academic discourse could be foundational to higher learning. This presentation examines the literature of critical pedagogy (Freire, Bourdieu), the distinction between wisdom and information, the critical depth of culturally reflective knowledge, particularly in the academy (Eagleton, Giroux, Derrida), and areas of concern within technological landscapes in education (Carr, Harris, Schuurman, Christensen, Turkle, Twenge). We will investigate the role of technology in education, and assess whether it contributes to scholarly independence and interdependence in our endeavor to inform wise, educated citizens for the future.

17:10-17:35

80825 | *Analysis of Factors Influencing Dropout Among Adult Learners in Korea: A Study Utilizing the Nontraditional Undergraduate Student Attrition Model*

Inseo Lee, Halla University, South Korea

This research aims to investigate the relationship among factors affecting dropout of adult college students in Korea using structural equation modeling. Traditionally, university students in East Asian countries such as Korea and Japan were predominantly composed of students within the traditional age range of 19 to 24. However, with a decline in the young population, there has been a significant rise in the proportion of nontraditional, older, part-time adult students in universities in Korea. Many of these non-traditional learners pursue higher education for career development, re-skilling or reemployment purposes. Nevertheless, a number of adult college students choose dropout due to insufficient motivation or circumstances to sustain academic commitments. Despite the growing prevalence of adult learners in Korean universities, there is a limited amount of research analyzing the factors influencing dropout considering the context of Korean adult learners. Therefore, this study aims to utilize Bean & Metzer's (1985) Nontraditional Undergraduate Student Attrition Model to analyze the factors influencing academic discontinuation among adult learners in Korea. For the analysis, this study utilized panel data collected by the Korean Labor & Income Panel Study. Using Structural Equation Modeling(SEM), the influence of background characteristics, Academic variables, Environmental variables and Psychological outcomes were analyzed. The results showed that the inlfuence of environmental variables(hours of employment, family responsibilities) had significant influence on the dropout intention. Based on the results, strategies to prevent adult learners' dropout inspite of their learning environments will be discussed.

17:35-18:00

80714 | *Grade Inflation and the COVID-19 Pandemic Among Higher Education: An Empirical Analysis of a Top Comprehensive European University*

Maxime François, KU Leuven, Belgium
Kristof De Witte, KU Leuven, Belgium

The 2023 PISA results testify that the academic performances of 15-year-old students keep declining and still, grades at higher education levels remain constant or growing. This is the result of a widely spread phenomenon among European universities called "Grade Inflation" or the tendency of the grading practices to become increasingly lenient over time. The problem has recently reached an upper level during the COVID-19 pandemic. Indeed, "tolerance" or "grade leniency" were specifically asked by academic institutions in these times, leading to important consequences on students and universities. This paper aims to answer three research questions. First, what is the magnitude of grade inflation regardless of the pandemic? Second, what are the consequences of the leniency policy during COVID-19 on grade inflation? Third, what are the consequences of the leniency policy during COVID-19 on students' outcomes? To answer these, we will use the personal information and the exam results of almost 29,000 students following among 2000 courses in a top comprehensive European university. Thanks to panel data fixed effects models, we find an inflation between 0.012-0.024 Standard Deviation (SD) through years, with an important raise of the grades around 0.04-0.13 SD during the two years of the pandemic. We conduct a Coarsened Exact Matching analysis to control for the fact that students' ability changes through time and to differentiate strong from weak individuals. It appears that only weak students benefit from the grade inflation, with a significant increase of 0.1 real value point each year.

18:00-18:25

82782 | *Transformative Dynamics for Collaborative Partnerships in Higher Education Research Knowledge Generation*

June Palmer, Central University of Technology, South Africa
Darrell De Klerk, Northwest University, South Africa

Creating opportunities for African researchers to flourish in global research partnerships will bridge the gap in research capacity and infrastructure that prevents Africa from addressing the underlying issues contributing to its appalling levels of poverty, unemployment, and other underdevelopment indicators. Given the critical role that scientific knowledge produced by research activities can play in the development of world economies, global research partnerships may provide a means of enhancing scientific capacities across the continent. Using narrative inquiry as a methodology and Collaborative Autoethnography (CA) as a method, the paper draws on the personal collaborative research experiences of two academics at different South African Higher Education Institutions (HEIs). Underpinned by collaboration theory, the study recognises that the work of Sub-Saharan African researchers is often undervalued and overlooked in research debates, complicating interprofessional collaborations. We asked the question: How may global research partnerships contribute to forging equitable and socially just research partnerships in Sub-Saharan African countries? The findings demonstrate that researcher capacity and inclusion have the greatest influence on creating equitable and socially just research partnerships in Sub-Saharan African countries. The study recommends a transformative collaborative research framework advocating for the advancement of research equity by promoting a multiplicity of research outlooks, methods and research content and nurturing critical intellectual exchange through sharing research ideas and perspectives in transformative interactions and creating an enabling mode for transformative collaboration in which HEIs assist researchers to show leadership in their field of expertise.

Notes

09:30-11:10 | B09 (Basement)
Saturday Onsite Parallel Session 1
Pedagogy, Teachers, and Students' Achievements
Session Chair: Gordon Tait

09:30-09:55

80901 | *Undergraduate Education in Humanities: A Case Study of Multilingual Classroom, Dual Medium of Instruction, and Students' Appraisal*
Banasree Phukan, Pandu College, India

This paper explores the pedagogy of bilingual teaching in undergraduate courses in humanities, with feedback from students of multilingual backgrounds. The relevant data was collected at NAAC (National Assessment and Accreditation Council) Accreditation B College in Guwahati, India from May 2022-June 2023. 70% of students completed school in a vernacular medium of instruction other than English (National Statistical Organisation). Penetration of English is higher in urban areas as compared to rural ones. Textbooks and reference materials are more widely available in English. Study material in Assamese is limited to the works of noted local authors. Teachers are recruited for proficiency in two languages. An important limitation for students is to try and translate study material. It often falls upon the teacher to translate (transliterate) material from English to Vernacular. Quality control of the translation process is often lacking. Formal student's feedback is an integral part of the New Education Policy 2023. Attempts to introduce digital technology have been slow, as only 52.4 percent of government school students and 78.3 of those studying in private schools in the state had access to smartphones in 2020. Also, access to the internet is limited since the Unicode in vernacular does not exist. Official medium of instruction as both English and vernacular is an example of bilingual education program models. English language proficiency places urban students at an advantage. The digital divide is an important barrier that remains to be overcome.

09:55-10:20

79857 | *Teachers' Characteristics, School Factors as Correlates of Students Achievement in Basic Science in Secondary School in Oyo State*
Ezekiel Olusegun Babatunde, University of Ibadan, Nigeria

Several factors can influence the learning process and the overall students' performance but it seems few studies have made an attempt to investigate the influence of teachers and school factors on students' achievement especially in a technological-driven world where Basic science performance is low. The study investigated teachers' characteristics and school factors as correlates of students' achievement in Basic Science in Oyo State. The survey research was anchored on constructivism and theory of learning. Multi-stage sampling procedures were employed to select all the 33 Local Government areas of Oyo State. Two schools each, 66 teachers and (1980) students participated in the study. Three validated instruments used to gather information are: Teacher Characteristic and School factors Questionnaire with $r = 0.84$, Teacher's observational sheet with $r = 0.87$ and the Basic Science Achievement Test with $r = 0.87$. Data were analysed using descriptive and inferential statistics at 0.05 level of significance. A significant relationship was found between teachers' experience, ($r = 0.77$, 0.003, $P < .05$), teachers' subject mastery, $r = (0.66, 0.019, P < .05)$, school location, ($r = 0.62$, 0.031, $P < .05$) and students' achievement. School facilities ($\beta = 1.244$; $t = 2.487$; $p < 0.05$) contributed significantly to the prediction. The variables jointly explained 82% of the variance observed in students' achievement in Basic science. There is a strong correlation of variables on students' achievement. Teachers should improve on their subject-mastery skill while enabling enrolment be provided by the government.

10:20-10:45

81756 | *Educational Inequities and Achievement Gap: Which Way Forward?*
Cordelia Yates, Morningside University, United States

This presentation focuses on the persistent disparities in educational outcomes among students, mainly focusing on marginalized groups such as low-income students, students of color, English language learners, and students with disabilities. The goal is to highlight the root causes of these inequities and explore potential solutions to bridge the achievement gap. Furthermore, the presentation will examine the impact of the achievement gap and how the disparities in educational attainment perpetuate cycles of poverty, limit opportunities for upward mobility, and contribute to social inequity. In addition, multicultural education issues will be a key focus as we attempt to address the question of which way forward for educators and by educators. The presentation will evaluate the pros and cons of practices and interventions that have successfully narrowed the achievement gap and promoted educational equity. This may include targeted support programs for at-risk students, culturally relevant curriculum development, community partnerships, teacher training initiatives, and policy reforms to address systemic inequities. The final part of the presentation will emphasize the importance of collaboration, advocacy for policy changes, investment in resources for underserved schools, and ongoing efforts to dismantle structural barriers to academic success.

10:45-11:10

81467 | *Social Stoicism and the Resilient Teacher*
Gordon Tait, Queensland University of Technology, Australia
Michael Gard, University of Queensland, Australia
Belinda Carpenter, Queensland University of Technology, Australia

More than ever, early-career teachers are struggling to survive within the contemporary schooling environment. Current data suggests that up to 45% of American teachers abandon the profession within 5 years, with almost a third of Australian and UK teachers also leaving. The intention here is to propose a coherent set of strategies to reverse this trend – strategies founded within the philosophy of Stoicism. Largely based upon Epictetus' familiar three-part approach to Stoicism, this paper will demonstrate how the philosophy can offer greater resilience within the demanding modern classroom. However, we will go beyond the familiar boundaries of the 'teaching resilience' literature to offer an approach to classroom flourishing which supports and enriches the professional world of teachers, as well as provides a template for the broader cultivation of a good and manageable life. Importantly, this paper will propose a particular approach, one which we are referring to as 'Social Stoicism'. As a form of Virtue Ethics, Stoicism is open to a range of interpretations, with the dominant contemporary reading being one which prioritises individuality, self-reliance and mental toughness, traits which are of most often associated with traditional models of masculinity. An alternative approach, one which will be supported and expanded upon within this paper, emphasises its cosmopolitan foundations, and its belief that effective Stoic selves are actually formed within social environments. As such, 'Social Stoicism' has the potential to appeal to a far wider, less male-dominated, audience – arguably an important issue within a profession such as teaching.

Saturday Onsite Parallel Session 2

Comparative Chinese Language Teaching

Session Chair: Kwok Man Keith Ho

11:25-11:50
81709 | *Transforming Teaching and Learning of Chinese Language Education: Exploring AI Integration in Chinese Language Enhancement Courses at the University of Hong Kong*
Ming Wai Christy Chung, The University of Hong Kong, Hong Kong
Chi Ming Chan, University of Hong Kong, Hong Kong

Throughout the past years, generative artificial intelligence (AI) has gained significant prominence as a focal point of discourse, capturing widespread attention in various realms including professional landscapes and educational arenas. The seamless incorporation of generative AI tools into the pedagogical framework has emerged as a pivotal concern for educators endeavouring to optimize their pedagogy. As far back as 4 years ago (2020, the Chinese Language Enhancement Courses offered by School of Chinese at the University of Hong Kong pioneered the deployment of relevant AI applications for teaching and learning Chinese, introducing learning tools designed based on TensorFlow machine learning models and Dialogue flow natural language conversational interfaces. With the progressive maturation of generative AI, practical Chinese language courses in different faculties have gradually introduced ChatGPT, an AI-powered conversational tool, into their teaching and learning activities during the academic year of 2023-2024, to ensure our programme is AI ready by early 2024. This paper draws upon the invaluable experience gleaned from the Chinese Language Enhancement Courses and incorporates the perspectives of both teachers and students who have actively engaged with these tools and delves into the multifaceted challenges associated with integrating artificial intelligence into Chinese language learning. Furthermore, it will bring some insights into key considerations for curriculum design, AI tools development, pedagogical and teaching activities innovation, and assessment measures, thereby facilitating the seamless deployment and advancement of AI within the educational environments.

11:50-12:15
80791 | *The Priority Values and Attitudes in Chinese Language Curriculum in Hong Kong*
Mandy Au, The Education University of Hong Kong, Hong Kong

Values are explicit or implicit belief systems guiding one's conduct, while attitudes are dispositions towards particular tasks; the two are mutually related. In Chinese Language education, development of positive values and attitudes through nurturing moral and affective dimensions, learning of literature as well as Chinese culture, has long been emphasized. From the 19th century onwards, emphasis has been shifted from knowledge and skills transfer to critical thinking and imagination, adding on to transmission of moral and cultural values. Personal integrity and interpersonal relationships remain as model attributes. To curriculum texts were chosen under specifications of the Curriculum Development Committee, and include a selection of knowledge thought to be valuable in mental and civic development of adolescents. Meanings of words and phrases, use of phrases or sentences, passage structures, forms of expression and embedded emotions or rationale of contents are all closely related to values education. It is hypothesized that the curriculum embeds significant value orientations. This study will investigate the Priority Values and Attitudes in the Secondary Chinese Language Curriculum in Hong Kong, evaluate the kinds of values dominate the Chinese Language curriculum; and reflect upon to what extent do the values presented correspond to Values Education Curriculum Framework of Hong Kong.

12:15-12:40
79339 | *Chinese Vocabulary Needs and Teaching Suggestions for Kindergarten Books on Chinese History and Culture*
Kwok Man Keith Ho, Hong Kong Metropolitan University, Hong Kong

Picture books are designed for young children who can't read yet, helping them develop literacy skills and understand the meaning of words through visual and verbal narratives. This study examines the effectiveness of using picture books to enhance the recognition of Chinese vocabulary and literacy skills related to Chinese history and culture. A pretest-posttest control group design was employed. In the experimental group, children (N = 15, aged 5-6) attended 5 sessions of Chinese history and culture classes, incorporating picture books recommended by the Education Bureau of the Hong Kong Special Administrative Region of the People's Republic of China. No such intervention was implemented in the control group. Both groups underwent the Chinese Vocabulary Recognition Test, Word Frequency Analysis Test, and Literacy Skills Test. The data were analyzed using independent samples t-tests and paired samples t-tests. The results revealed that children in the experimental group demonstrated greater proficiency in recognizing Chinese vocabulary and utilizing the newly acquired words more frequently. However, it was observed that although some children in the experimental group achieved higher scores in terms of correct answers and word usage, their overall literacy skill development did not meet the desired level. Additionally, some children in the control group only performed well in the Chinese Vocabulary Recognition Test, while scoring lower on the Word Frequency Analysis Test and the Literacy Skills Test. These findings suggest that picture books enhance Chinese vocabulary recognition and facilitate children's familiarity with new words associated with Chinese history and culture.

12:55-14:10 | B09 (Basement)
Saturday Onsite Parallel Session 3
Pedagogical Development & Contemporary Issues
Session Chair: Nish Belford

12:55-13:20

83044 | *Examining the Life Cycle and Learning Impact of Communities of Practice as a Pedagogical Framework in Higher Education*
Catherine Mitsaki, Robert Gordon University, United Kingdom

This research project, which is part of a PhD study, explores the implications of using Communities of Practice (CoPs) as core elements of instructional design in Higher Education settings and their potential pedagogical value from a social constructivist perspective. CoPs are groups of people who share goals and interests and work together to develop knowledge and expertise to fulfil the group goals. CoP members develop a sense of belongingness and mutual accountability through regular interaction and negotiation of meaning and identities. By shifting focus on the learner and how knowledge and practice are negotiated within CoPs, this research employs a Pragmatic approach and Mixed Methods research strategies, incorporating a cyclical Action Research design. This allows for integration of findings in consecutive cycles and can inform a broader social constructivist pedagogical framework based on empirical evidence. Participants are 63 Undergraduate and Postgraduate students in 5 different modules from two UK Universities. Data collection targets students' perceptions of their experience as well as written and oral evidence of communication during the life cycle of each group. Results so far have shown that despite reported positive attitudes towards groupwork, there are challenges related to mutual engagement and accountability which prevent learning from moving beyond intentional instruction and call for more targeted scaffolding of the experience. The results have also highlighted language barriers as a major issue inhibiting international students from negotiating meaning and fully engaging with group life.

13:20-13:45

79299 | *Proposed Development Vision for Student Activities in Saudi Universities*
Yahya Alharbi, Imam Muhammad ibn Saud Islamic University, Saudi Arabia

This Study aims to present a Proposed Vision for the Development of Student Activities in Saudi Universities, in light of the important and influential role of student activity programs in building students' personalities, enriching their knowledge, and sponsoring their talents. This Study followed the Descriptive Documentary Approach, as its Developmental Vision focused on seven axes: student activity objectives, student activity content, student activity plans, student activity supervisors, student activity supply and requirements, evaluation of student activity programs, and students. The Study concluded a number of results, most notably: (1) Student activity objectives must be clear, precisely defined, and related to University general objectives; (2) Student activity content must be balanced including - in similar proportions - all areas of student activity, taking into account individual differences among students; (3) Student activity plans must be realistic and achievable, in addition to the importance of engaging students in preparing the general plan of the student activity; (4) To provide the necessary number of student activity supervisors for each field of student activity, commensurate with the numbers of University students, as well as the general plan of the student activity; (5) To adopt a suitable engineering model for University buildings, including the necessary premises for student activity programs, such as theatres, laboratories, closed gyms, and outdoor playgrounds; (6) To evaluate student activity programs under progress scientifically, based on scientific evaluation tools and methods in the light of specific criteria, standards and models.

13:45-14:10

82997 | *Culturally Responsive Pedagogies and Culturally Responsive Teaching: A Reflexive Discussion on Initial Teacher Education within Arts Disciplines*
Nish Belford, Monash University, Australia
Renée Crawford, Monash University, Australia

Global mobility and social and cultural changes create challenges within education contexts requiring reconsideration of teaching and learning practices to effectively support cultural diversity and inclusivity. In this paper, two teacher educators reflexively discuss their experiences in supporting Culturally Responsive Teaching (CRT) and Culturally Responsive Pedagogies (CRP) with preservice teachers (PSTs) within creative and Arts-based discipline initial teacher education (ITE) units in an Australian university context. CRT embeds cultural characteristics that include diverse experiences for more effective teaching (Gay, 2010; Vavrus, 2008). CRP specifically supports marginalised student cohorts. Currently, these practice-based education concepts need further research within Australian educational policies and school practices (Morrison et al., 2019). The teacher educators reciprocally reflect on vignettes of teaching practices to discuss what it means for them and their PSTs. Findings indicate that PSTs 'voice' and agency are important key factors and support in their preparedness to reflect and implement culturally responsive pedagogies. Following resistance to reforms and change at both micro and macro levels (teacher education, school, and curriculum practices), there is an identified requirement to shift attitudes and practices to effectively embrace and support cultural inclusivity through educational contexts. Challenges with Western norms of educational and institutionalised practices in actioning CRT and CRP are also considered, driven by the concepts of 'pedagogical frailty' and 'decolonising educational practices.' The teacher educators situate themselves within arts disciplines and reflexively discuss teaching beliefs and meaning making through interaction with PSTs to develop their own understanding and teaching capacity with CRT and CRP.

14:50-16:30 | B09 (Basement)
Saturday Onsite Parallel Session 4
Comparative Learners' Behaviours
Session Chair: Sameer Alnajdi

14:50-15:15
83059 | *Development of Self-Directed Learning Readiness Scale for Taiwanese High School Students*
Cheng-Te Chen, National Tsing Hua University, Taiwan

This study aims to develop a self-directed learning readiness (SDLR) scale for Taiwanese high school students since they are required to take a self-directed learning course during high school for one semester. After developing an item pool of 64 items, 678 students were recruited to respond to all of the items using a 4-point Likert scale. Exploratory and confirmatory factor analysis identified 5 factors (motivation and confidence, plan for learning, learning resources, self-monitoring, attitude toward learning) among the remaining 21 items according to half of the sample. The other half of the sample was used to cross-validate the factor structure found previously. The reliability coefficients (Cronbach alpha) of the 5 subscales ranged from 0.60 to 0.84.

15:15-15:40
83049 | *An Investigation into Learning Patterns and Performance Correlation in Online Python Courses for Business Students*
Samuel Ping-Man Choi, Hong Kong Metropolitan University, Hong Kong
Sze-Sing Lam, Hong Kong Metropolitan University, Hong Kong
Eva Yuen-Mei Tsang, Hong Kong Metropolitan University, Hong Kong

As the digital transformation of education continues to accelerate, there is a critical need to understand how different learning behaviors impact student outcomes in online courses. This research aims to understand the correlation between learning patterns and performance in an 8-week, instructor-paced online Python programming course designed for year-1 business major students. The course employs CSCircles, a comprehensive learning platform that offers course materials, exercises, automated code grading, and learning support. By harnessing learning analytics techniques, this study analyzes students' activities on CSCircles, focusing on the frequency, duration, and sequence of their engagement with course resources. The primary objective is to identify learning patterns that correlate with higher performance in the final test administered in week 8. The research explores the following questions: How do students' learning patterns vary in an online Python programming course? Which learning patterns are associated with better test scores? And how can these insights inform future instructional design and support strategies? The study examines various aspects of student engagement, including login frequency, time spent on exercises, code submission count, and platform feature utilization. Through learning analytics, this research seeks to reveal correlations between specific learning behaviors and academic achievement. The findings hold the potential to guide the design of future online courses and personalized learning interventions, thereby enhancing student success in introductory programming courses. By understanding and accommodating diverse learning patterns, educators and course designers can create more effective and engaging online learning environments.

15:40-16:05
83380 | *Exploring Value Belief Among University Students Pursuing Tourism Education: Applying Extended Theory of Planned Behavior*
Girish V G, The Catholic University of Korea, South Korea
Bona Kim, Inha University, South Korea
Shyju P J, Banaras Hindu University, India

Value belief is the key aspect of students' academic interest and curiosity. We extended the theory of planned behavior (attitude, subjective norms, and perceived behavioral control) by integrating the value-belief construct to assess the behavioral intention of the students, in their studies. Structural equation modeling was employed, and the estimated results of the hypothesised relationships reveal that value belief significantly influences subjective norms. Moreover, the attitude and perceived behavioral control of the students were also influenced by their value-beliefs. On the other hand, the strength of the relationship of subjective norms with behavioral intention was the dominant one followed by perceived behavioral control and attitude with the behavioral intentions. Pertinent theoretical and practical implications offer insights in theoretical and practical perspectives.

16:05-16:30
79594 | *The Role of Adopting Artificial Intelligence-Based Learning Tools in Enhancing Self-Directed Learning and Digital Competency Among Students*
Sameer Alnajdi, University of Tabuk, Saudi Arabia
Khalid Alqahtani, University of Tabuk, Saudi Arabia

This research aims to identify the uses of artificial intelligence-based learning tools in enhancing self-directed learning and digital competency among students at the Faculty of Education. The study follows a combination of two methods: a descriptive examination of secondary statistical data and an analysis of primary data obtained from students through an online questionnaire. Ten students from the Faculty of Education and Arts were selected as a pilot sample, other than the research sample, to test the questionnaire. An online survey questionnaire was applied anonymously and distributed to a purpose-selected sample of students enrolled in the fourth level of the Faculty of Education and Arts using AIED; the sample consists of (78) students. The research findings were students' perceptions about the role of Artificial Intelligence in Education (AIED) self-directed learning was significant in some dimensions, such as (motivation, establishing a productive work environment, using resources effectively, Self-evaluation, using effective strategies to organize, coding, and rehearsing information to be remembered, Note-taking) and minimal or not significant in others such as (goal setting, self-discipline). On the other hand, their perceptions on promoting digital competence when using AIED were significant in dimensions such as (information and data literacy, communication and collaboration, digital content creation, and safety) and minimal or not substantial in others such as (problem-solving).

16:45-18:25 | B09 (Basement)
Saturday Onsite Parallel Session 5
Learning Experiences, Student Learning & Learner Diversity
Session Chair: Aneta Rogalska-Marasinska

16:45-17:10
82128 | *Shaping Inclusive Education: The Evolution of Teacher Candidates' Beliefs in the Canadian Context*
Charlotte Brenner, University of Lethbridge, Canada
Fisayo Latilo, University of Lethbridge, Canada
McKenna Causey, University of Lethbridge, Canada

This research delves into the evolution of teacher candidates' perspectives on inclusion and inclusive teaching practices throughout their instructional and practicum journeys within the Canadian educational landscape. Given the growing diversity within schools, the study investigates how teacher candidates' beliefs influence their application of inclusive teaching strategies, crucial for catering to the needs of a varied student population. The inquiry examines the impact of teacher education programs, transformative learning encounters, and inclusive practicum placements on the candidates' attitudes towards inclusion. Employing a multiple case study methodology, the research evaluates the initial beliefs of teacher candidates, tracks changes in these beliefs following coursework on inclusion, and examines the factors that facilitate or hinder belief development in university and practicum environments. The findings indicate that teacher candidates generally start their educational programs with optimistic views on inclusion. However, coursework and practicum experiences play significant roles in moulding their perceptions of diversity, approaches to inclusion, and awareness of broader social issues relevant to inclusive educational settings. The research underscores the critical role of teacher education programs in shaping teacher candidates' beliefs about inclusion and highlights the value of transformative learning experiences and inclusive practicum placements in enhancing their understanding of equity and inclusion. Continued research is necessary to identify specific elements within courses and practicum experiences that promote positive beliefs about inclusive teaching practices, ultimately contributing to the creation of more equitable classrooms and improved student outcomes.

17:10-17:35
79020 | *Learning Environment on the Move: First Design Concepts to Embrace Embodied Learning in Secondary Education*
Lindsay Everaert, Hasselt University, Belgium
Ruth Stevens, Hasselt University, Belgium
Anouk Agten, Hasselt University, Belgium
Wim Tops, Hasselt University , Belgium

Embodied learning is a recent educational approach that combines learning with the simultaneous execution of physical activity. It can enhance well-being and academic performances of toddlers and elementary school children. However, in contemporary secondary educational settings, the conventional practice still involves students receiving instruction while seated. The classroom and school architecture are designed to accommodate this traditional model. Proper embodied learning implementation in secondary education possibly needs school redesign. Yet, designing such environments poses challenges due to the disconnect between the slow evolution of the built environment and the constantly innovating educational context. A crucial goal herewith is to explore whether secondary education schools, given their current design, can embrace the implementation of embodied learning. In pursuit of this goal, the perspectives of teachers and students were considered by implementing a two-track exploratory study: 1) objectifying which architectural parameters in the environment facilitate or hamper embodied learning based on the subjects' intuition using a novel methodological approach, and 2) developing solution-oriented design ideas to facilitate embodied learning. The results indicate that schools and classrooms are not yet optimally equipped to facilitate embodied learning. However, the solution-oriented designs resulted in design alterations on diverse scale levels to modify learning environments, making them more welcoming to embodied learning principles. This exploratory study underscores the need for a more comprehensive focus on embodied learning implementation and the required design adaptations. Embracing embodied learning as an educational approach potentially benefits students within the school learning environment. Further exploration and implementation are warranted.

17:35-18:00
83080 | *An Exploration of Employer Perceptions of the Employability of Undergraduate Students in Hong Kong*
King Shuen Lo, The Hong Kong Polytechnic University, Hong Kong
Yue Han Lu, The Hong Kong Polytechnic University, Hong Kong

Purpose - The purpose of this paper is to explore the employer's perspectives on the employability of undergraduate students participating in the work-integrated education (WIE) program and to identify the qualities (performance factors) that are deemed important for students to possess in the workplace. Therefore, relevant training can be enhanced in the curriculum design. Design/methodology/approach – The authors analyzed 575 employer assessments of Business School's undergraduate students participating in the WIE program at a university in Hong Kong from 2019 to 2022. An exploratory factor analysis (EFA) was conducted to identify the skills and performance items that are crucial factors of employability from the perceptions of employers. Findings – Data results demonstrate that transferable skills, intercultural adaptation, and attendance performance are crucial employers' focus on the dimensions of student performance. Research implications - Through the comprehensive analysis of employability, it derives key elements that are significant from the perspective of employers. It also provides suggestions, from both the student and faculty perspectives, on the employment readiness required to meet employer expectations. Originality/value - The authors explore employability from the employer's perspective through WIE program for the past several years, conduct analysis and understand the results based on the actual situation to conclude implications.

18:00-18:25
81486 | *"Two Sisters: The Universal Truth About Human Life" – Animation Activities Towards a Multicultural and Sustainable Society: Good Practice from Poland*
Aneta Rogalska-Marasinska, University of Lodz, Poland

The article presents the possibilities of using animation activities in working with primary school children to develop their attitude of openness and positive curiosity towards other cultures and their representatives. Promoting intercultural dialogue through creativity and acting is engaging and effective. Thus, the concept of the animation project aimed to invite Polish students to learn and experience the culture of Sub-Saharan Africans by using a fable of the Hausa people and preparing a musical performance. The need for such a form of introducing the younger generation to multiculturalism emerges from today's ambiguous, often incomprehensible and exploiting ignorance of modern people's social reality. Humans lose themselves in various activities and life choices, which seduce them towards satisfaction and "real" happiness. Such practices and desires can be compared with "Globus" and "Mundus" concepts. The tension between the two approaches is evident, though the solution is not so obvious. These reflections constitute the first part of the text. The second one proposes theoretical approaches to facilitate understanding of current social realities and challenges. Analogical anxiety has been perceived since the 60s. of the XX century, which yielded the birth of sociocultural animation. The need for it didn't decline; on the contrary, it's constantly growing. The third part, assuming that a new multicultural society is emerging before our eyes, presents an example of the realisation of a musical animation project promoting such responsible education, which perfectly fits into creating a sustainable and hybrid society.

Notes

09:30-11:10 | B17 (Basement)

Saturday Onsite Parallel Session 1

Teaching Experiences, Pedagogy, Practice & Praxis (Workshops)

Session Chair: James Rahn

09:30-10:20
80604 | *Exploring the Implementation and Outcomes of a Global Metacognition Project*
Kate Erricker, Nord Anglia Education, United Kingdom
Damian Bebell, Boston College, United States
Emma Coleman, Nord Anglia Education, United Kingdom

A strong body of research substantiates the importance of metacognition as a pedagogical approach in supporting student learning. However, the promise of metacognitive approaches in classrooms has yet to be fully realised at scale. Despite increased interest, little research has explored sustained metacognitive programs and/or practices across diverse classroom and school settings. In this workshop, attendees will explore emerging results from a recently developed metacognition project currently underway in hundreds of primary classrooms across 27 schools in 17 countries. Employing a mixed methods research design with a variety of qualitative data sources (school leadership and teacher interviews) and quantitative data sources (secondary analyses of student-level process and outcome data, student and teacher surveys of practices and beliefs), this international sample of participating teachers and classrooms provides a unique and diverse setting for addressing numerous research questions: -How does project participation lead to increased metacognitive practices? What student-level and classroom-level characteristics are associated with most/least beneficial impacts? -How do students, teachers, and leadership across diverse educational backgrounds and settings value and view metacognitive practices? How do student-level and classroom-level characteristics relate to perceptions and practices? Throughout this interactive, data-rich session, we will unpack the concept of metacognition and share efforts to quantify and study implementation and outcomes, particularly focused through the lens of students and teachers. Using state-of-the art data tools, attendees will have first-hand experience of the power of using data to scaffold a metacognitive process of reflection for students; and to visualise growth in metacognition and skills.

10:20-11:10
81376 | *The Funny Factor: Improving Teaching with Humor*
James Rahn, Outdoor Adventure Training Solutions, United States

The effects of the modern world on students' ability to learn are clear in every facet of life. Information overload, shrinking attention spans, rising stress and commitment, and a growing desire to get as much done as quickly as possible without stopping to think, all mean it is a larger challenge than ever before for educators, at all levels and ages, to "break through the noise." This workshop explores the research into the effects humor has on trying to educate a learning-disadvantaged population. Not surprisingly, when students are exposed to jokes and fun in a classroom (or other learning environment), two things which seem to be polar opposites to many, not only does their engagement and attention increase, but so does their long- and short-term retention of the material presented. Techniques are also explored for ensuring that humor is appropriate for the group (taking into account the diversity of your audience and ensuring that humor is able to effectively reach all parties); as well as for engaging neurodivergent students such as those on the Autism spectrum. The majority of the workshop time is to be dedicated to helping workshop participants develop and get feedback on ways they can implement humor into their own teaching/work.

11:25-12:40 | B17 (Basement)
Saturday Onsite Parallel Session 2
Culture in Arts & Literature
Session Chair: Bertha Ocheing

11:25-11:50
82846 | *From a Traveller to a Dweller?: On Pico Iyer's Writing on Japan*
Shizen Ozawa, Tamkang University, Taiwan

The purpose of this paper is to examine ethical implications of Pico Iyer's representations of Japan. Iyer has been highly evaluated as a travel writer with a cosmopolitan sensitivity, who offers insightful observations on the increasingly globalising world. Nevertheless, his version of cosmopolitanism, particularly the alleged neglect of his own privileged position as a global traveller, has been also questioned by some scholars on travel writing. Bearing such a controversy in mind, my paper examines Iyer's descriptions of Japan, particularly those in his recent travel book/ memoir *Autumn Light: Japan's Season of Fire and Farewells* (2019). Iyer's earlier travel books that established his reputation, *Video Night in Kathmandu: And Other Reports from the Not-So-Far East* (1988) and *The Global Soul: Jet Lag, Shopping Malls, and the Search for Home* (2000), present Japan as a non-Western country that successfully negotiates globalisation while retaining its traditional culture. At the same time, he highlights his being based in Japan as credentials as a cosmopolitan traveller who feels at home anywhere without geo-cultural roots. *Autumn Light*, in contrast, thematises an aging Japanese society as well as his experience as a dweller rather than a traveller. Examining how the foregrounding of dwelling enables Iyer to characterise himself as a long-term observer of the aging society, my paper considers the extent to which *Autumn Light* complicates one of the central ethical issues in travel writing, namely the problem of representing the cultural Other.

11:50-12:15
81636 | *Constructing Pop: The Formulation of Pop Art Language in Chinese Contemporary Art Since 1988*
Xiaoman Li, The Chinese University of Hong Kong, China

The motivation driving this research stems from an interest regarding the emergence of pop art in China, particularly with the arrival of 'Political Pop' in 1988. Three years after Rauschenberg's ROCI exhibition in Beijing, Wang Guangyi presented his first Pop practice with Mao's portrait covered with red grid. During the early 1990s, Chinese artists made significant contributions to 'Cultural Pop', which exhibited a distinct emphasis on the cultural identity of China, sometimes referred to as "Chineseness". Hence, the significance of Pop art within the Chinese context can be perceived as a pivotal aspect in the development of "Chinese contemporaneity" or "Chinese modernity". However, it is important to note that these terms are multifaceted and require a comprehensive analysis. The objective of this research is to examine the role of Pop art language in the setting of present-day China. Existing literature on contemporary Chinese art primarily focuses on either providing a comprehensive historical overview or analyzing individual artists. Pop art in China serves as a crucial artistic medium that has been embraced by artists, art critics, and curators. Therefore, the research questions are formulated by considering two key aspects: "What is the form and the significance of the Pop language in China?" and "In what distinct manners do Chinese art criticism and contemporary art practice demonstrate their manifestations?" This investigation aims to conduct a comprehensive examination of the rationale behind the selection of Pop art language as one of the main forms of expression within the realm of Chinese contemporary art.

12:15-12:40
82737 | *The Talent 25 Research: A Longitudinal Study Exploring the Impact of Engaging in Creative and Cultural Activities from Early Years*
Bertha Ochieng, De Montfort University, United Kingdom

Talent 25 is a unique and ground-breaking longitudinal study that commenced in September 2019 in Leicester City and will run for 25 years. The study has several aims, including identifying the potential interventions that will support increased engagement in creative and cultural activities by children and young people from less-engaged groups and demographics in Leicester City. The first four-year phase of the longitudinal study utilised a staggered-entry approach to recruit multiple cohorts totalling 440 children aged 3-12 months and their parents/ carers. A key focus of the presentation is on what we have learnt about the engagement and participation of the less engaged in creative and cultural activities in an inner city setting. We will also discuss how developing and sustaining partnerships with the non-cultural sector has been a significant pathway towards identifying and connecting with the less-engaged groups. Partnerships with statutory, non-statutory, and voluntary organisations – such as children's social services, the NHS, local authorities, and community organisations – are essential when reaching out to the less-engaged groups and those who are underrepresented in the participation of creative and cultural activities. We will also discuss the evolving views of diverse parents' experiences, beliefs and attitudes towards arts and creative and cultural activities. We will also present a model for engaging low-income families in creative and cultural activities. By critically examining the role of early years practitioners, we will also outline what we have learnt in the last five years regarding creative practice in the early years sector.
The study is funded by Arts Council England, and the De Montfort University.

12:55-14:35 | B17 (Basement)

Saturday Onsite Parallel Session 3

Educational Research, Development & Publishing (Workshops)

Session Chair: Anupam Mehta

12:55-13:45
82717 | *Crafting Effective Teaching Case Studies: Across Disciplines*
Anupam Mehta, University of Birmingham, United Kingdom

The workshop addresses the challenges of building critical analytical skills in students in pursuit of enhancing employability in UK universities by using teaching case studies. There is ample evidence indicating the usefulness of bringing real-life challenges and immersing students in practical challenges; however, creating these teaching case studies can be daunting for faculty members. This workshop provides a framework for creating teaching cases suitable for all disciplines. It provides a clear roadmap to developing their teaching case studies, enhancing engagement and an active learning environment.
By the end of the session, the participants will
1. Understand the significance of teaching cases in cultivating critical analytical skills.
2. Explore the process of crafting teaching case students tailored to various disciplines.
3. Use examples to give participants practical strategies for writing compelling teaching cases.
4. Sharing pieces of evidence from the use of case-based teaching at various levels.

13:45-14:35
80118 | *Enhancing Capacity Through Best Practices: Strengthening Service Agencies and Empowering Refugee Entrepreneurs*
Ujal Ibrahim, University Canada West, Canada

This workshop presentation will introduce a putative model of best practice guidelines developed through empirical research focused on refugee entrepreneurship and the organizational capacities of service agencies to enhance service delivery. The model aims to support refugee entrepreneurs in their resettlement journey while fostering collaboration with agencies. Aligned with the overarching conference theme on education, the workshop will explore the adaptation of this model into training modules.

The workshop will address two types of training modules: one addressing indirect factors preparing refugees for entrepreneurship, encompassing elements such as cultural shock, language barriers, resettlement needs, skill development, and financial literacy. The other module will focus on direct factors such as business planning, implementation, operation, and skills in marketing and finance. Emphasis will be placed on integrating these modules into diverse programs for refugees, equipping educators with tools to educate relevant stakeholders. Additionally, the workshop aims to create an engaging forum to discuss how educators can influence policies regarding refugee entrepreneurship issues at both the mezzo (community) and macro (national) levels.

This interactive workshop will provide a platform for the presenter to serve as both the presenter and facilitator, encouraging productive discussions. Participants will collaboratively formulate strategies and solutions. Technological tools such as Mentimeter will be employed to enhance participation and gather valuable insights.

This workshop will provide an opportunity to explore the transformative potential of this best practices model, discuss strategies for integrating it into educational frameworks, and contribute to the development of inclusive policies addressing challenges faced by refugees.

Saturday Onsite Parallel Session 4

Teaching and Learning the Arts

Session Chair: Pinar Dinç Kalayci

14:50-15:15
83146 | *Bridging Disciplinary Frontiers: The Master of Design Program at UBC Okanagan and the Future of Humanitarian Design*
Megan Smith, University of British Columbia, Canada
Ahlam Bavi, University of British Columbia, Canada

The Master of Design (MDes) program at UBC Okanagan stands as a paradigmatic example of interdisciplinary education, resonating across diverse contexts including aesthetic, material, technological, engineering, architectural, commercial, ecological, and digital realms. Anchored in UBCO's forward-thinking Outlook 2040, MDes epitomizes industry relevance, community engagement, and social innovation, addressing the urgent need for human-centered design solutions amidst escalating global challenges. MDes transcends traditional disciplinary boundaries, notably bridging Engineering and Creative and Critical Studies faculties. This interdisciplinary ethos fosters the exploration of core design principles like innovation, creativity, and entrepreneurship, nurturing holistic problem-solving methodologies. The program aptly responds to the rising demand for professionals skilled in design thinking and user-centered approaches. By prioritizing innovative problem-finding and problem-solving techniques, alongside community-based research strategies, MDes equips students with versatile tools to tackle complex challenges. Moreover, MDes underscores the importance of integrating place-based and Indigenous knowledge, fostering cultural sensitivity and inclusivity. It advocates for ethical, sustainable, and regenerative approaches to entrepreneurship and responsible development, aligning seamlessly with global humanitarian design initiatives. In an era marked by multifaceted humanitarian crises, MDes emerges as a beacon of hope, nurturing a generation of designers poised to address global challenges with creativity, empathy, and resilience. Through its comprehensive approach, MDes embodies the principles necessary for shaping a better future through humanitarian design, urging critical reflection on the complexities and shortcomings within the field.

15:15-15:40
82325 | *Understanding how the Curriculum Integrates Visual Arts: An Informal and Formal Perspective*
Lindelwa Pepu, University of Zululand, South Africa

The Visual Arts curriculum is generally a euro-centric or western approach that only integrates a minimal Africanized approach that has mostly featured in some high schools in South Africa. This is in consequence to the gradual introduction and understanding of the subject into the South African school's curriculum post-bantu education system. This article features an understanding of the term curriculum approach as this speaks to the integration of Visual Arts in the South African education curriculum. The curriculum applies in an informal or formal perspective that is, a general review of life or that is based on education in correspondence to Visual Arts. The result of this study presents an Africanized or de-colonized approach of a Visual Arts assessment that is displayed through instructional approach.

15:40-16:05
80810 | *From Studio to Competition: A Qualitative Analysis of a Collaborative Learning Experience*
Pinar Dìnç Kalayci, Gazi University, Turkey

Design studio education seeks new ways of relating itself to real-world issues. Composing students in teams and organizing their learning process around design competitions was proposed as an approach. The study focuses on single-semester after-disaster experience and examines the practice's traces on learners. The qualitative search is based on the following issues;
(i) the studio curriculum and pedagogy,
(ii) the process and end-product features and
(iii) the post-experiment experiences of learners about the studio process.
The investigation on studio curriculum and pedagogy was based on the author's re-reading of the school's approach to studios, studio's approach to pedagogy, meeting notes on the processes, decisions on parameters, studio calls, and the poster of the related semester. Final projects were analyzed via the author's re-reading of the competition briefs, step-by-step development stories of each project, the obtained features of final projects, and the jury responses to the final products. Interviews with learners revealed how the studio helped individuals understand and respond to teamwork and competitions, and how architecture can help/support people's health and well-being during and after a disaster. The study underlines the potential of competitions in architectural design education; activating a learning society around a specific problem that affects everyone. The inquiry pins collaboration as the most crucial parameter shaping the studio.

16:05-16:30
79296 | *Teaching Media and Communications in UK HE for Future Agents of Change: Challenges for Internationalisation, Inclusion and Student Engagement*
Carolina Matos, City University of London, United Kingdom

How can we prepare media and communication students to be change makers, and to use communications to assist in policymaking and in tackling many of the world's global challenges? How can we best 'empower' students to be lifelong learners, and to make a difference? Working within an economically pressured environment of marketisation of education and funding cuts, declining enrolment and demands for wider social inclusion of ethnic minorities, as well as of disadvantages students in order to reduce the attainment gap, how do lectures navigate some of these challenges, continuing to equip learners with the tools needed to succeed in their profession, and to advocate for change in what is a highly complex, global and competitive marketplace? Winner of the best lecture award of City's Students Union in 2023 for the School of Communication and Creativity at City, University of London, this presentation engages with my philosophy of teaching and with my humanistic approaches to educational psychology, further providing examples of best practice in my over 20 years of teaching in departments of Sociology, Media and Politics across different institutions in the UK (including the teaching on City's MA in International Communications (and Development). This paper will also include examples from my work developing an EDI teaching toolkit, together with the previous AD of EDI, for staff based at City's Sociology Department.

16:45-18:25 | B17 (Basement)
Saturday Onsite Parallel Session 5
Other Humanities
Session Chair: Tavee Cheausuwantavee

16:45-17:10

83131 | *The Relationships Between Attachment Styles, Family Functioning, and Suicidal Ideation Among University Students*
Mohtaram Rabbani, Hong Kong University, Hong Kong
S'ng Lin Yee Lin Yee, UCSI University, Malaysia

Suicidal phenomena have been becoming a concern of the public nowadays as the suicidal rate has been increasing drastically throughout these years in Malaysia. This research looks into the relationship between attachment styles, family functioning, and suicidal ideation among university students in Kuala Lumpur, Malaysia. Bartholomew's adult attachment theory (1991) suggests that these variables may have a relationship. After collecting data from 390 university students in Kuala Lumpur, Malaysia, it is found that there is a negative relationship between secure attachment and suicidal ideation, there is a positive relationship between preoccupied, fearful attachment and suicidal ideation, and there is no significant relationship between dismissing attachment and suicidal ideation, there is a negative relationship between healthy family functioning and suicidal ideation, and there is a positive relationship between unhealthy family functioning and suicidal ideation.

17:10-17:35

82904 | *Children in Conflict with the Law (CICL) Protection Through an Inclusive Program*
Hermawan Hermawan, Universitas Brawijaya, Indonesia
Gidion Arif Setyawan, Universitas Brawijaya, Indonesia
Andy Fefta Wijaya, Universits Brawijaya, Indonesia
Yurizal Yurizal, Indonesian Police Academic College, Indonesia

This paper analyzes the role of inclusive programs in handling cases of Children in Conflict with the Law (CICL), which include pornography, cybercrime, human trafficking, exploitation of children's rights, and family caregiving. The Convention on the Rights of the Child regulates the principle of legal protection for children, whereby states are obligated to provide special protection for CICL. For almost two decades, Indonesia has been using the Law on Juvenile Courts with a formal juridical approach emphasizing punishment (retributive), with a paradigm of apprehension, detention, and imprisonment of children. This approach has the potential to jeopardize the future of children. Following the enactment of Law No. 11 of 2012 concerning the Juvenile Justice System (SPPA), a restorative approach was established that considers the rights and future of children. This study aims to reveal the role of inclusive programs in supporting a better and more effective restorative approach. By utilizing data from field research through observation, interviews, documentation, and personal correspondence in an empirically juridical manner, it is shown that there are still obstacles to restorative protection; legal authorities' understanding of CICL varies and differs in perception, there are still patterns of child punishment, and the new law has not been comprehensively understood by stakeholders. From the perspective of children's future, this study emphasizes the need for the development of a regulatory model that provides legal certainty through non-litigation inclusive-collaborative programs involving multiple stakeholders and institutionalized structures.

17:35-18:00

80382 | *COVID-19 Pandemic and Its Impact on the Health and Education of Children With Invisible Disabilities in Thailand*
Tavee Cheausuwantavee, Faculty of Medicine Ramathibodi Hospital, Mahidol University, Thailand
Ratirot Chansomdee, Mahidol University, Thailand

There is little information available on the specific challenges and guidelines for supporting vulnerable groups, such as children with invisible disabilities (CWIDs) including autism, intellectual and learning disabilities, and their families, during the COVID-19 pandemic in Thailand. This research aims to explore the critical challenges and propose solutions to these challenges for CWIDs during the pandemic. A mixed-methods research approach was used, combining quantitative and qualitative studies. The research team collected and analyzed data from 271 questionnaires completed by CWID caregivers, as well as conducted in-depth interviews and focus group discussions with 17 participants, including caregivers, teachers and related stakeholders. The study found that CWIDs and their caregivers faced different challenges in terms of health and education services. During the first wave of the pandemic, health services were the primary concern due to the lack of vaccines, masks, alcohol, and health protection supplies. Health services and rehabilitation in the community and online were deemed a priority. During the second wave, education services became more of a concern, with a lack of computers, internet, and budget for online education being the primary issues. Additionally, on-site or traditional education was deemed essential and effective, and could not be fully replaced with online education for CWIDs' physical, mental, and social development. Finally, some positive lessons were learned during the pandemic, including heightened healthcare concerns, greater caregiver understanding and participation, available time for self-development, and innovations in online teaching. This information can inform future pandemic planning in Thailand and other countries.

Notes

09:30-11:10 | G08 (Ground Floor)
Saturday Onsite Parallel Session 1
Learning Environments
Session Chair: Margareta Strasser

09:30-09:55
81548 | *A Bag of Lexis: Lexical Approach in Blended Learning*
Marco Abbondio, Centro Professionale Sociosanitario-Scuola Specializzata per le Professioni Sanitarie e Sociali, Switzerland
Nicola Webster Martignoni, Centro Professionale Sociosanitario - Scuola Specializzata per le Professioni Sanitarie e Sociali, Switzerland
Sandra Gianinazzi, Centro Professionale Sociosanitario - Scuola Specializzata per le Professioni Sanitarie e Sociali, Switzerland

There is always a need to put a spin on the traditional course book-led lessons for English as a foreign language. Moreover, the constant demand for adapting to the students' pace and needs as well as keeping them entertained and motivated can be challenging at best. Our project is basically a guide to travelling around the British Isles, visiting a variety of cities and places, covering everyday topics and experiences in an engaging and fun way. Being uploaded on an online platform, this can all be done without leaving the classroom. The two-year project has been developed by considering students aged between 15 and 20 years old following a school for health and social care and the topics required by the curriculum. Even though the research is still at an empirical stage, the outcome has been positive. This system allows the freedom to scale and add more destinations as well as to adapt to the required level of English, in our case ranging from pre-intermediate up to upper-intermediate levels, and of course to apply it to any subject or field. The theory behind this idea is based on Lewis' Lexical Approach and Levine's Global Simulation, since both theories stress the idea that context makes language more meaningful. Our project gives students a context, as close to everyday situations as possible, as well as the necessary patterns of language and chunks. Don't say 'turn to page 25', do say 'Let's check the train timetable to Edinburgh'.

09:55-10:20
82426 | *Learning Through Teaching: The Effect of Peer Teaching in Foreign Language Education*
Kyung Min Nam, The University of Nottingham Ningbo China, China

Although there is a growing body of research on peer teaching in different educational settings, to date there has been little in-depth research looking at benefits from peer teaching in foreign language education. This study discusses the pedagogical effects of student-centred learning through peer teaching in foreign language education, done through putting students at the centre of the teaching and learning process. In this peer teaching project, undergraduate students learning Korean as a foreign language at the University of Nottingham Ningbo China (UNNC) participated in different types of peer teaching sessions. Participating students became 'tutor' by teaching a target language (Korean) to their 'tutee' peers and led two teaching sessions by using their own teaching plans and materials. The entire process of peer teaching, its benefits, and all linguistic factors, as well as social, attitudinal and emotional factors during the peer teaching were explored through observation, interviews and survey methods. The findings show that they enjoyed teaching as independent, active and creative 'experts' responsible for their own learning, and such peer interactions had a positive impact on both tutor and tutee students as they demonstrated a noticeable increase in confidence, comfort, motivation, participation, knowledge and skills shared and developed together. This peer teaching project conducted in a student-centred environment not only sheds light on empowering students to be autonomous learners but also provides theoretical and practical guidelines for effective peer teaching in foreign language education.

10:20-10:45
78796 | *Text Copying as a Culture-Based Learning Strategy: A Case of EFL Grammar Learners in an Arabic Context*
Mohammad Alnufaie, Royal Commission for Jubail and Yanbu, Saudi Arabia

As a well-established strategy in the educational traditions of Islam, the practice of copying texts (imitating a model) has played a crucial role in learning the Holy Quran and the Arabic language. This study delves into the necessity of understanding how this traditional strategy influences the learning of foreign languages. Using 18 hours of strategy-based instruction, this paper examines the efficacy of text copying in learning grammar (independent variable), as evidenced by a series of grammar tests and surveys assessing learners' perceptions (dependent variables). The study draws upon data from two groups of college-level English as a Foreign Language (EFL) learners, comprising a control group (n=10) and an experimental group (n=11), all categorized at the A2 proficiency level according to the Common European Framework of Reference for Languages (CEFR). The findings suggest that text copying enhances learners' grammatical understanding and contributes to their overall satisfaction in learning a foreign language, as indicated by improved test scores and positive learner feedback.

10:45-11:10
82210 | *Creating Personal Learning Environments: A Concept for the Integration of Non-Formal and Informal Learning Opportunities*
Margareta Strasser, Paris Lodron University Sazburg, Austria

Informal and non-formal learning opportunities have become more and more important in recent years, due to increasingly multilingual societies (Duarte & Gogolin, 2013) and digital language learning opportunities such as online platforms or social networks (Alm et al., 2023; Dressman & Sadler, 2020; Richards, 2015). Learners can thus improve their language competences independently of or in addition to formal language learning. How can educational institutions respond to these developments? In my contribution, I will introduce a concept for the integration of informal and non-formal learning opportunities into the programme of the Language Centre of the University of Salzburg. The impetus for this concept was the feedback from participants in informal supplementary services, including results from the research on a non-formal language course in a local museum. In response to the changing needs of many of our learners, the additional services offered at the PLUS Language Centre were systematically reorganised. Learners taking a course at the Language Centre can now choose from a range of opportunities and thus develop and organise their own personal learning environments (Attwell, 2007; Laakkonen & Taalas, 2015; Reinders, 2014) according to their individual interests, thus combining formal, non-formal and informal learning opportunities. In addition, we have introduced a specific course in which the organization of their personal learning environment is accompanied by language advising (Kato & Mynard, 2016; Morrison & Navarro, 2014; Mynard & Shelton-Strong, 2022). I will also present the empirical research planned to investigate learners' personal learning environments at the Language Centre.

Saturday Onsite Parallel Session 2

Learners' Motivation

Session Chair: Raees Unnisa

11:25-11:50
79518 | *How Can Reviewing Teaching Material Help Motivate Students?*
Lok Yee Lorraine Wong, The Hong Kong University of Science and Technology, Hong Kong

This paper aims to examine the relationship between the modernisation of the Chinese Language Suggested Reading List (The List) for senior form secondary schools in Hong and Student motivation. Despite ongoing efforts to update The List, the issue of student motivation remains unresolved. A preliminary investigation into the background of the authors of the selected texts and an analysis of their content suggests that modernising The List can enhance student motivation. Motivating students is crucial for achieving positive learning outcomes. While curriculum and instructional design have traditionally been the focus of discussions around student motivation, this paper argues that teaching material itself can significantly influence student motivation. Therefore, the paper will investigate the collection of the List and explore the causes that influence students' learning motivation. Furthermore, the paper will offer suggestions for the common core of the Chinese Language course at the tertiary level. In conclusion, this paper contributes to the ongoing discussion about how to improve student motivation and learning in the context of the Chinese Language course.

11:50-12:15
80498 | *The Ways To Get Your Students Excited About Writing Through the Use of Interactive Writing Tools*
Guranda Khabeishvili, International Black Sea University, Georgia

Choosing the appropriate medium for teaching writing is a crucial task. A growing number of studies on language instruction have begun to examine the role of embedding various educational tools to boost students' engagement in writing. Despite many efforts to get students excited about writing, it remains a daunting task for English as a Foreign Language (EFL) teachers. To enhance writing practices, it is crucial to introduce and incorporate ways to support struggling writers.There has long been controversy over using the traditional pedagogical method of teaching writing skills to students as opposed to boosting their engagement through implementing interactive writing tools. This paper sheds light on reimagining the teaching writing practices and modifying the existing teaching modes.Moreover, it overviews various digital tools and interactive strategies that could stimulate students' interest and involvement in the writing process.The present study aims to investigate the impact of applying Canva, Google Docs, Mentimeter, Mind Maps, Polleverywhere, Slido, Anchor Charts, Blogs, Padlet, Slido, and QR codes on enhancing students' engagement in writing activities. In light of this, quantitative methodology was used to reveal the perceptions of English Philology students regarding taking advantage of some educational tools and strategies to create new ways of their writing experience. Consequently, the students' perception is positive, since they find the implementation of this kind of interactive tools and techniques engaging and motivating to get them to write more.Besides, the study shows the effects of integrating some practical teaching elements of a modern instructional mode to make the writing process exciting and interactive.

12:15-12:40
80935 | *Motivating EFL Learners for Using Language Beyond the Classroom: An Evaluative Study of Strategies and Techniques*
Raees Unnisa, Qassim University, Saudi Arabia
Aqueela Ambreen, Osmania University, India

Motivating English learners, specifically, English as a Foreign Language (EFL) learners to use English language outside the classroom environment is crucial for successful Second Language Acquisition (SLA). This abstract explores effective strategies and provides illustrative examples to foster language engagement outside formal educational settings. The research analyses available resources and includes observation and interviews as a triangulation method to ensure the validity of the research. Based on evaluating literature available, it's concluded that intrinsic as well as extrinsic motivation in EFL learners can be achieved by taking into consideration the following aspects: Firstly, creating a communicative and supportive classroom atmosphere. Dörnyei (2009) emphasized the significance of a positive learning environment in motivating language learners. Encouraging active participation through group activities, discussions, and collaborative projects promotes a sense of belonging and motivates learners to extend language use beyond the classroom. Secondly, integrating technology can enhance language learning motivation. Platforms like language exchange apps (e.g., Tandem, HelloTalk) facilitate authentic communication with native speakers or peers globally, offering learners opportunities to apply language skills in real-life contexts (Fuchs & Bonnet, 2017). Furthermore, many researches encourages incorporation of culturally relevant and personally meaningful content into lessons to increase learner engagement (Norton & Toohey, 2011). Lastly, we have observed that establishing language learning communities or clubs provides a supportive space for learners to interact, practice, and share resources outside formal instruction hours. Such communities foster a sense of accountability and motivation through peer support and mutual learning (Benson, 2011). The research intends to evaluate strategies.

12:55-14:35 | G08 (Ground Floor)
Saturday Onsite Parallel Session 3
Plurilingualism
Session Chair: Tamara Guliashvili Gogrichiani

12:55-13:20
80772 | *Reimagining a Culturally Responsive Pedagogy in Multilingual and Multicultural Classrooms*
Nomasomi Matiso, Walter Sisulu University, South Africa

In the era of globalisation, multilingual and multicultural classrooms are a common phenomenon, in which learners from diverse linguistic and cultural backgrounds interact in various social and academic settings. The objective of this paper was to investigate the feasibility of a culturally responsive pedagogy, which acknowledges the linguistic diversity of English Second Language learners, and embraces their native languages by fostering a more inclusive, effective and culturally sensitive ESL classroom. This inquiry was grounded on Vygotsyky's (1978) sociocultural theory which emphasises the importance of social importance in cognitive development, thus, applying it to the classroom context will help understand how cultural and linguistic factors impact learning. An interpretive paradigm was used as the basis of this inquiry. A qualitative approach, and a case study design were used to gather information from 12 conveniently chosen English Second Language teachers through semi-structured interviews. Data, which were thematically analysed, indicated that a culturally responsive pedagogy encourages teachers to explore nuances present in learners' native languages, which fosters a more inclusive and learning environment. It was also divulged that when learners see that their native languages are incorporated into the learning process, they tend to be more motivated and engaged, leading to better learning outcomes. The author recommends that a language education policy that honours the legacy of mother tongue speakers while also preparing young people for a globalized society in which English is the universal language, is needed.

13:20-13:45
82736 | *Student Perspectives on Using Multilingual Subtitled and Dubbed Academic Videos at Two South African Universities*
Ignatius Khan Ticha, Cape Peninsula University of Technology, South Africa
Dmitri Jegels, Cape Peninsula University of Technology, South Africa

The paper discusses the feedback from students in Agricultural Sciences at two South African universities regarding the usefulness of multilingual dubbing and subtitling in YouTube videos developed to support their curricula. The videos were originally created in English by the Department of Animal Sciences at one of the universities to supplement practical dissections and provide material for students to review experimental sessions in their preferred language. The videos were dubbed and subtitled in Afrikaans, isiXhosa, and Sepedi, the official languages of the universities, and in plain and academic English. The project was implemented during the COVID-19 pandemic when remote learning replaced practical sessions. Students watched videos with audio and subtitle options and provided feedback through open-ended questions and surveys. The thematic analysis of student feedback revealed that dubbed and subtitled videos improved understanding, access to curriculum content, vocabulary acquisition, and spelling and pronunciation. However, there was a stronger preference for subtitling among students. The study also used Google Analytics to analyse student interaction with the videos, showing the extent of the use of subtitles and dubbing. Overall, the research highlights the positive impact of multilingual dubbing and subtitling in educational videos, particularly in accommodating diverse learning styles and English as a second language learners. The findings suggest incorporating these features can enhance student understanding and engagement with the material.

13:45-14:10
82452 | *Creative Discourse in the Language Acquisition Class: Action, Interaction, Feeling and Thinking a Way Towards Engagement*
Tamara Guliashvili Gogrichiani, Business and Technology University, Georgia

This case study treats to demonstrate that a bilingual thinking process favours creativity in the language acquisition class; bilingually accommodated educative process via creativity favours open-mindedness; the technology role in this process is a positive trigger; and an effective communication, viewed as the procedural system of action, interaction, feeling and thinking, leads a teacher to student engagement in a classroom environment. In order to throw light on the above-mentioned hypothesis various tests, methods and techniques like Torrance Test of Creative Thinking (TTCT), Liket Tests, Sociolinguistic Interview, Engagement Theory (Kearsley & Schneiderman, 1998) and Matched-guise technique (Lambert 1960) were conducted with Business and Technology University and International Baccalaureate Diploma Programme students. The results have shown that bilingual thinking processes and technology thrown bilingually accommodated language acquisition class trigger and favour creativity; bilingualism and creativity on their behalf foster open-mindedness; and the effective communication as a procedural system of action, interaction, feeling and thinking favours student engagement in the class process. The results stemming from these various tests, methods, and techniques taken together, do not prove our initial research hypothesis statistically, but provide strong indicators and sufficient probabilistic evidence (Divjak 2015) that speak in favour of validating it.

14:10-14:35
82999 | *Intercultural Competence in a Homogeneous and Monoculture Foreign-Language Learning Group: Chances and Limitations*
Alanoud Hamouri, Technical University Berlin, Germany

The growing cultural diversity among language learners has led to an increased recognition of the importance of developing intercultural competence for both foreign language teachers and learners. This is particularly important when introducing foreign language learners to a new culture without underrating their original one. Intercultural competence is generally considered a helpful tool and a required skill among multicultural learning or working groups. However, what is the opportunity to develop the intercultural competence in the context of a monocultural learning group? German as a Foreign Language (GFL) is offered at three main universities in Jordan as a major subject and as a compulsory course for exchange year purposes. The teaching of GFL at these universities is based on commercial GFL textbooks, with a significant focus on content representing the German culture. This content varies on many aspects from Jordanian culture, which raises the question of whether learning a new language through being exposed to a different culture necessarily implies the embrace or practice of intercultural competence. As part of the author's doctoral research on teaching German as a foreign language at Jordanian universities and dealing with what is considered a taboo in Jordan due to cultural and religious background, this article, based on Darla Deardorff's Intercultural Competence Model, discusses the chances and limitations of improving intercultural competence when the target learning group is monocultural and homogeneous, taking into account the role of the cultural background of the teacher as well.

14:50-16:30 | G08 (Ground Floor)
Saturday Onsite Parallel Session 4
Applied Linguistics Research
Session Chair: Meral Muyesser

14:50-15:15
78841 | *Teaching in UK University Classrooms: A Longitudinal Mixed-Methods Study on International Chinese GTAs' L2 Pragmatic Awareness of Politeness and (In)directness*
Xueting Ban, The University of Edinburgh, United Kingdom

International Graduate Teaching Assistants (GTAs) serve an essential role in enhancing the delivery of teaching and learning support at UK higher education institutions (Ban, 2023). With English as the medium of instruction at UK universities, international Chinese GTAs are simultaneously researchers, instructors, and advanced second language (L2) learners. The incorporation of pragmatic awareness-raising in teacher education has been proposed since the 1990s (Rose, 1997). Pragmatic competence pertains to the capacity to employ language in a social setting in an appropriate manner (Taguchi, 2009). Meta-pragmatic awareness is the identification of pragmatic phenomena by L2 learners (Timpe-Laughlin, 2017). Specifically, the oral English skills of international GTAs may not be sufficiently advanced in particular areas of discourse and pragmatics (Tyler, 1992; Chiang, 2011). In UK universities, GTAs, especially non-native English-speaking GTAs, are expected to integrate student participation and facilitate classroom interaction with an appropriate degree of politeness, (in)directness, and appropriateness. Indirectness is intrinsically linked to politeness in Brown and Levinson's (1987) theory of politeness. Therefore, investigating international Chinese GTAs' L2 pragmatic awareness of politeness and (in)directness is valuable and understudied. This study employs a longitudinal mixed-method approach, incorporating online questionnaires, semester-long classroom observations, semi-structured interviews, and stimulated recall interviews. Nine international Chinese GTAs from two UK universities were recruited for this study. Through the comparison of the pragmatic awareness and comprehension variations of their authentic language use throughout the semester, this study delineates their progression of pragmatic awareness regarding politeness, (in)directness, and the relevance of politeness and (in)directness in their teacher language.

15:15-15:40
78521 | *Persuasion as a Speech Act in L2 Pragmatics*
Anna Viatova, University of Oxford, United Kingdom

Research in the area of interlanguage pragmatics has mainly focused on speech acts such as thanking, apologising, complimenting, and some others. We learn languages to communicate in different situations, and it is very common that we have to take a certain stand. However, persuasion has not been considered in interlanguage pragmatics as a speech act. Drawing on the theoretical approach called Discourse-Historical Approach, the researcher suggests looking at persuasion as a complex speech act by extracting the most frequent language patterns, or strategies, and by teaching those to students. The study draws on political discourse, because defending a point of view and persuading others to agree with it is the main goal in this language domain. The study investigated teachability of persuasion, and if teaching persuasive strategies has any influence on the degree of persuasiveness. 40 participants wrote a speech on an emotionally charged topic to persuade their audience to take their side. A pre- and post-test design was used with an intervention for the experimental group, during which the researcher employed consciousness-raising activities to emphasise how an argument may be enhanced with the help of certain linguistic features from political discourse strategies. Two coders blindly scored the speeches on the scale from 1 to 8 and gave comments on what linguistic features they found most persuasive. Although the coders were not consistent in their scoring, the results demonstrated that the experimental group made larger gains than the control group, and those gains were significant and marginally significant.

15:40-16:05
79506 | *Challenges Encountered by English Language Teachers in Same-Ability Classrooms: Evidence from UAE High Schools*
Badreyya Alkhanbooli, UAEU, United Arab Emirates
Eman Adelwahab, UAEU, United Arab Emirates

This study focuses on exploring the challenges encountered by English language teachers in same-ability English language classrooms in the United Arab Emirates public schools. This qualitative study uses open-ended questions for data collection from teacher participants. The Study sample includes the participation of 60 English language teachers from 8 public schools across 4 emirates/cities in the United Arab Emirates. The study results highlight a number of challenges that are mostly encountered by English language teachers in their classrooms while teaching in same-ability classrooms, including lack of diversity in abilities, class-time limitation, difficulty in engaging all students (especially lower achieving students), limited opportunities for peer learning and limited linguistic diversity. A set of suggestions are to be provided by participating teachers and the researchers to improve the same-ability teaching and learning experience in the English language classrooms.

16:05-16:30
80934 | *English as a Second Language (ESL) Teachers' Experiences in Incorporating Pragmatics in ESL Classrooms: A Case Study*
Meral Muyesser, Rowan College at Burlington County, United States

One of the critical and complicated segments of learning a new language is pragmatics, which is the use of language in social and cultural contexts through everyday social interaction. To increase English as a Second Language (ESL) students' pragmatic awareness and enhance their pragmatic competence, it is imperative that ESL instructors understand the field of pragmatics and learn how to incorporate pragmatics into lesson plans. The research on the incorporation of pragmatics is still limited; it is not sufficiently understood to what extent ESL teachers incorporate pragmatics. Thus, the purpose of this qualitative case study was to explore if and how ESL teachers address pragmatics when it is not part of their program curriculum. The purposefully selected sample was composed of 15 ESL instructors from a community college in the Mid-Atlantic Region in the USA. Semistructured interviews were used as the primary instrument for data collection, and observations and document review were utilized as a supportive data collection method. The research revealed that ESL teachers do not teach pragmatics explicitly; they only address errors caused by cultural differences as they arise and only if they are recognized by the instructors. This research also revealed that ESL teachers' limited knowledge of incorporating pragmatics into ESL classrooms are linked to multiple factors. The study elevates a number of opportunities for future research, highlights a strong need in the area of practice, and emphasizes the importance of integrating pragmatic learning and teaching in both ESL teachers' preparation programs and ESL programs.

16:45-18:25 | G08 (Ground Floor)
Saturday Onsite Parallel Session 5
Literacy

Session Chair: Dante Perez

16:45-17:10
80315 | *Investigating the Factors Affecting Primary School Children's Handwriting Legibility in Odia Script*
Arnav Kumar Tripathy, Indian Institute of Technology Delhi, India
Subir Dey, Indian Institute of Technology Delhi, India

Odia is one of the 22 official languages of India, majorly used in the eastern Indian state of Odisha. A majority of schools in Odisha employ Odia as the primary script of writing till senior secondary education. Hence, there is a need for systematic and comprehensive studies on the proficiency of early learners at handwriting in Odia. Driven by this requirement, this study aims to understand the factors that affect the legibility of Odia handwriting of children. The study involved 90 primary school children who were asked to perform systematic writing tasks based on memory, listening, and copying. The written samples were evaluated for letter shape reproducibility and overall legibility by experts in Odia script as well as non-experts unfamiliar with the script. The data were qualitatively analyzed through coding and categorization using software. This was followed by thematic analysis to identify the factors affecting the legibility of handwritten Odia text. Typographic attributes like spacing, stroke joineries, slanting, letter proportion, letter anatomy, curvature, etc. were taken into account for the categorization. The paper concludes with the pedagogical implications of these factors and how educational practitioners should use them for improved assessment and feedback during Odia handwriting instruction.

17:10-17:35
80933 | *Developing Listening Comprehension in English Language Teaching: Insights from a Needs Analysis Study*
Muhammed Fatih Gökmen, Siirt University, Turkey

The acquisition of listening proficiency, though inherently challenging to teach due to its complexity and implicit nature holds paramount importance in linguistic competence as it serves as comprehensible input for enhancing both auditory comprehension and broader linguistic competence. Recognizing the pivotal role of needs analysis in educational inquiry, this teacher research seeks to elucidate a cohort of 73 ELT students' needs and preferences concerning listening comprehension to propose and implement tailored instructional approaches. Employing introspective self-reports, the study aimed to discover students' perceptions of their self-efficacy levels, encountered challenges, and instructional preferences pertinent to the realm of listening comprehension. The inductive content analysis of 1732 words disclosed a nuanced depiction of students' moderately perceived self-efficacy in listening comprehension (M=3,15), delineating prevalent impediments such as the pace of speech (n=32), lexical recognition (n=13), and deficiencies in vocabulary knowledge (n=11). Proposed remedial strategies prominently featured cinematic engagement (n=41), extensive auditory exposure (n=14), and the utilization of auditory media such as songs (n=12) and podcasts (n=10). Notably, recommendations for instructional enhancements underscored the salience of extensive listening practices (n=20) and the cultivation of speech clarity (n=11). Systematic categorization of identified issues and solutions facilitated a coherent synthesis, illuminating a collective inclination toward addressing bottom-up processing challenges and advocating for the augmentation of extensive listening activities. These discernments furnish valuable insights for the formulation of targeted pedagogical interventions geared toward the amelioration of listening proficiency within the ELT domain.

17:35-18:00
82850 | *Pedagogical Inclusiveness in Literacy Education: Teaching Reading and Writing to Non-Chinese Speaking Students in Hong Kong*
Dan Shi, University of Nottingham Ningbo China, China
Mark Shiu-kee Shum, The University of Hong Kong, Hong Kong

The paper aims to introduce the 'Reading to Learn, Learning to Write' (R2L) pedagogy and its application in teaching reading and writing to non-Chinese speaking (NCS) students in Hong Kong. Guided by the teaching and learning cycles accentuated in R2L pedagogy, sufficient scaffolding was provided for students with an explicit teaching method in literacy education. To understand the influence of using R2L pedagogy on students' reading and writing abilities across different genres, quantitative data were collected by pre- and post-test of reading and writing tasks in the two different genres of narration and explanation. The pre-test and post-test were used to assess students' writing performance based on the three textual components of context, discourse, and graphic features, while the reading abilities were assessed at the literal, inferred and interpretive levels of reading comprehension to measure the effectiveness of R2L pedagogy on their literacy improvement. The findings show the use of R2L pedagogy has been proven more effective in improving NCS students' writing abilities than developing their reading capacity. It is hoped that the R2L-based pedagogic practices can serve as teaching references and pedagogic rationale for L1 language teachers and raise their metalinguistic awareness in teaching Chinese to non-Chinese speaking students in Hong Kong and beyond.

18:00-18:25
82652 | *A Scoping Review on the Digital Literacy of Older Persons in Southeast Asia: Evidence from the Philippines*
Dante Perez, Angeles University Foundation, Philippines

The digital literacy of older persons is a critical factor in active and healthy aging. As Southeast Asian societies become more digitalized, seniors are exposed to various information and communication technologies embedded in everyday life. This scoping review explores the extent and breadth of existing literature on the digital literacy of Southeast Asian seniors specifically Filipino older persons by identifying the purpose of usage, facilitators, and barriers to digital technology engagement. It focuses on evidence that describes the experiences of 60-year-old citizens and the enabling or disabling factors of their digital participation. As a preliminary assessment of research done on the subject, this review shows that the scope and coverage of literature on digital literacy of Filipino older persons is limited. The studies reveal that older persons use digital tools to obtain health information/assist health literacy, maintain and create relationships, seek various forms of socialization and entertainment, and pursue active aging. Digital capital, personal and psychological readiness, and environmental factors are identified as facilitating factors for digital literacy. The lack of access to digital technologies, limited support from the government, and other socio-cultural variables are described as barriers to digital literacy. While the digital literacy of Filipino older persons is in the infancy stage both in knowledge and practice, it calls for inclusive and participative technology to help enable active and healthy aging.

Notes

Saturday Onsite Parallel Session 1
Culture and Language
Session Chair: Skender Shala

09:30-09:55
82909 | *Comparative Characteristics of the Concept of National Identity of Ukrainians Before and After the Full-Scale Invasion of Ukraine*
Khrystyna Petriv, Independent Scholar, Ukraine
Andrii Miskov, Independent Scholar, Ukraine

The article is devoted to a comparative study of the axiological characteristics of the concept of national identity of Ukrainians from 2018 to 2023. National identity as a dynamic category is formed specifically in crucial times for the nation, which Ukrainians have experienced in recent years. To see how the full-scale invasion affected Ukrainians' perception of themselves and, therefore, their identity, we conducted a sociolinguistic study in which we asked the respondents to rate five criteria of identity on a scale from 0 to 5. We carried out a similar study in 2017-2018, which revealed that Ukrainians regard language as the undisputed factor of their national identity, while the factors of economy and permanent residence in one country were ranked last. Having repeated the survey after the full-scale invasion had begun, we observed that the language factor remained in the core zone of the concept of national identity, along with the "culture" and "common actions and achievement of results" factors. The historical factor has undergone some changes. If 6 years previously it was peripheral for Ukrainians, now about 65% of Ukrainians rated it with the highest score. The criterion of religion and the territorial factor are on the periphery of the conceptual sphere in the vision of Ukrainians. The latter does not play a decisive role now, as many Ukrainian citizens are forced to stay abroad but still identify themselves as Ukrainians.

09:55-10:20
80289 | *Exploring Perceived Identity Change in Language Learning Among Chinese International Students in Japan*
Jiale Lu, Waseda University, Japan

This study investigates perceived identity changes among Chinese international students in Japan, focusing on their experiences in acquiring English and Japanese language skills. A diverse group of 166 undergraduate participants (64 male, 102 female) from various academic disciplines across Japan participated in the research. A comprehensive questionnaire was administered to evaluate six types of identity changes: self-confidence, additive, subtractive, productive, split, and zero changes. The questionnaire consisted of 42 items (21 for English learning, 21 for Japanese learning), utilizing a 6-point Likert scale along with an open-ended question for each language. Quantitative data analysis was performed using SPSS 29.0, employing independent samples T-tests and Spearman correlation analysis. Gender was found to have no significant impact on identity change in either English or Japanese language learning. Distinct identity change patterns were observed between English and Japanese language learning in additive, subtractive, productive, and zero changes. Zero change was most reported in English learning, with subtractive change being the least. In the context of Japanese learning, participants exhibited the highest scores for additive change and the lowest for split change. These findings offer valuable theoretical and pedagogical insights, shedding light on perceived identity changes among Chinese international students in Japanese higher education settings.

10:20-10:45
82985 | *The Construction of Cosmopolitan Identity Through English Communication in the Context of Chinese Students' Studying in the UK*
Yuanjing Ye, University of Glasgow, United Kingdom

This qualitative study investigates the language practices and cosmopolitan identity constructions of a group of Chinese students studying in the UK. This study is informed by the discussion on English language variations, the attitudes of L2 learners towards global English, and the interplay between identity formation and intercultural communication. Drawing on interview data, the findings of this study reveal that the development of their identity is profoundly influenced by factors such as their proficiency in English, duration of overseas residency, and interpersonal interactions. Students with advanced English communicative abilities and extended stays (e.g., pursuing undergraduate or doctoral programs) in the UK tend to have more opportunities to engage with local culture, fostering mutual understanding. Conversely, those undertaking shorter programs (e.g., Master's programmes) with limited language proficiency may find a sense of belonging within their national community, potentially impeding the cultivation of a cosmopolitan self-identity through communications with people from other nations. This study stresses the importance of recognising cultural nuances in English language education for L2 learners who may initially hold a more homogenised view of language and culture. Furthermore, this study has implications for English language educators about the significance of cosmopolitan identity formation among English L2 learners.

10:45-11:10
80755 | *Language of Diaspora: Role of Language in Identity Preservation and Social Integration*
Skender Shala, Haxhi Zeka University, Kosovo
Libron Kelmendi, Haxhi Zeka University, Kosovo

Kosovo is one of the countries that has been suffering for decades of massive migration. More than one third of the Kosovo population live abroad nowadays making it one of the countries with highest migration in the world. The main characteristic of the Kosovo Albanian diaspora living abroad is their strong tie with the homeland and their strong attachment to their identity. An ethnic group, a story, a specific space in which was forged a culture, language which is still insufficiently known about in the scientific plan. Kosovo Albanian diaspora nowadays represent one of the most organized diasporas in the efforts of identity preservation. As such, they face with constant struggle of identity preservation on one side and social and cultural integration in the host country on the other side. While they place a specific role and importance in the use of Albanian language in family settings and correspondence with other members of Kosovo Albanian diaspora as the main element of identity preservation, they make extraordinary efforts to integrate into a new living pattern which serves them in construction of new life pursuant to new circumstances of the host country they have chosen to live. There is a constant battle between the generations' perception on identity – while the first generation does everything to retain the language of origin, the second generation embraces the language of the host country which plays a crucial role in social and cultural integration and their active involvement in the life of the host country.

11:25-12:40 | G09 (Ground Floor)
Saturday Onsite Parallel Session 2
Translation & Interpretation
Session Chair: Biljana Djoric Francuski

11:25-11:50

80625 | *Translation and Validation of the Short-Form Foreign Language Enjoyment and Anxiety Scales: Spanish Adolescent Version*
Alexandra Staedtler, Universidad Internacional de La Rioja, Spain

Translated evaluation instruments must be reliable and valid to carry out comparative studies on large scale and at international level. Especially in second language (L2) learning and affective dimensions, the complexity can be high. The aim of this study is to adapt the original short scales of Foreign Language Enjoyment (S-FLES) and Foreign Language Classroom Anxiety (S-FLCAS) for adolescent Spanish participants. Items were translated and adapted to be culturally specific and age-appropriate through a process involving 40 bilingual Spanish-English experts. The face validity of the adapted version was further tested in a pilot study of 117 Spanish adolescents. The final versions of the Short-Form Foreign Language Enjoyment Scale – Adolescent (SFLES-A) and Short-form Foreign Language Anxiety Scale - Adolescent (S-FLCAS-A) in Spanish was then examined for validity and reliability testing. Exploratory and Confirmatory Factor Analysis were used to confirm construct validity. Invariance testing across age and gender was tested. The adolescent versions were found to be valid and reliable measures. Lastly, the adolescent versions of the scale were compared to the original scales through invariance testing using L1 English adults and L1 Spanish adults. Invariance testing comparing the original and adapted versions of the scales failed at metric invariance. As such, the adolescent Spanish versions of the scale differ in such a way that direct comparisons of scores between the two versions cannot be made.

11:50-12:15

82807 | *Comparative Literature, Translation Studies, and Annotated Translation*
Walkiria Teixeira, Universidade Estadual de Santa Cruz, Brazil

This research discusses Literature in interface with Translation Studies and Annotated Translation. The interaction between Comparative Literature and Translation Studies points to a way of reading that transgresses the classical and prescriptive approach to the translated text. Translation was considered a domain of Comparative Literature and a dialogue between these areas became important as a way of approaching the literary texts. Annotated translation has acquired an academic format in recent years, consisting of the translation of a literary text together with comments on the translation, based on translation theories. In commented translation, the original text and the translation are part of the final text. The analysis is presented as a commentary on the translation to explain how the process took place and the choices made by the translator, in addition to their effects on the translated text, occurring critically. The choices regarding what the translator will comment on occur in accordance with the objectives and priorities established by the research. Studies viewed translation as a shaping force of literature, important for the development of world culture, and Comparative Literature studies considered translation as part of the process. These studies sought to establish the commented translation as academic-literary genre, envisioning the commentary as a way of clarifying the meaning and process of translation and the choices and decisions made by the translator. Our study points to Torres' view affirming that commentary occurs based on the multiplicity of possible readings, providing the existence of a diversity of comments on the same text.

12:15-12:40

78084 | *Translating the Sequence of Tenses from English into Serbian: A Case Study*
Biljana Djoric Francuski, University of Belgrade, Serbia

The sequence of tenses (SOT) is a phenomenon which exists in English and some other languages, but not Serbian. Therefore, translating texts which contain SOT into Serbian frequently creates problems, and in the English Department of Belgrade Faculty of Philology special attention is paid to teaching students to master that set of rules. This study was carried out with third-year students, by using the contrastive analysis method, which consisted of comparing the source and target texts, in order to draw conclusions as to why errors are occasionally made. First of all, when a novel written in English and its translation into Serbian were compared, it was noticed that many sentences in which SOT was used were wrongly translated because the same rules were applied to the target text. In some cases, failure to adapt the tenses even led to misunderstanding of the entire sentence, mostly because past tense was used instead of the present. The sentences that were pinpointed as the most problematic were given to students to translate, and then their translations were contrasted with the original. It was concluded that detailed and comprehensive teaching of SOT within grammar classes proved worth the effort, since the students made far fewer mistakes than was the case with the published translation, so the sense of the text was much clearer. Those few errors that the respondents made were then analysed in order to discover deeper causes for their occurrence and suggest guidelines for future work with students.

12:55-14:35 | G09 (Ground Floor)
Saturday Onsite Parallel Session 3
Language Teaching & Learning
Session Chair: Kumiko Tsuji

12:55-13:20
79303 | *Planting Roots and Stems in Learners' Minds: Why Teach Etymology and Morphology and How to Do It*
Mark Rebuck, Meijo University, Japan

Learning English medical terminology is a challenge for students studying healthcare courses. To pass exams, students in Japan commit lists of vocabulary to memory; however, memorization alone is insufficient for understanding the hundreds of terms that pharmacy and medical students encounter in their medical English classes. The presenter, who teaches medical topics in English to pharmacy students, has found morphology (the study of word parts) and etymology (the study of the origin and history of words) to be integral to his teaching. Using examples from his lessons, the presenter will discuss how etymology (including morphology) can make the learning of medical terminology more interesting and meaningful. Linking hitherto unfamiliar medical terms to words used in more everyday English is just one technique for effectively teaching of etymology. For example, one of the effects of aspirin is pain relief, or analgesia. The root of this word (from the Greek algos) is found in "nostalgia," which was originally described as a form of severe homesickness ("the pain of being away from nostas, or "home"). The presenter will also explain that for teachers, too, a thorough understanding of the backstories of words is advantageous, one reason being that it is a hard skill, indicating teacher expertise. This presentation will be highly relevant for teachers of ESP (English for Specific Purposes) teachers, but those teaching more general English will also find it of value.

13:20-13:45
80092 | *Practicing Empathy in the EFL Classroom: Tunisian EFL Learners as a Case Study*
Omayma Ben Kridis, University of Gafsa, Tunisia

There has been an increasing trend toward integrating an intercultural dimension into communicative language teaching and learning. The intercultural approach is highly important as it fosters learners' ability to learn about different cultures, beliefs, and identities. One of the key components of intercultural competence is empathy. As EFL teaching and learning approaches have been shifting their interest toward developing learners' and teachers' awareness of the useful role of being empathic in the intercultural classroom, there is little research available in the Tunisian context to examine 'empathy in practice'. Thus, this study attempts to investigate the concept of empathy as an essential intercultural aspect to nurture learners' understanding of how to be attentive listeners, tolerant, respectful, and compassionate. To address this research problem, a qualitative research design was opted for, and forty-five Tunisian EFL university students were to go through two activities to present and practice empathy. Open-ended questions were also administered to gain insights about their viewpoints regarding experiencing empathy. Qualitative results have revealed fruitful insights into the way they discussed the issue in general and took part in the classroom activities in particular. The present study has significant implications for the understanding of how teaching empathy can be effective for the improvement of learners' affective and interpersonal skills in intercultural contexts.

13:45-14:10
81430 | *Utilizing Translation as a Facilitating Tool in English Language Classes: A Case Study of Female EFL Students at the Faculty of Arts, Omdurman Islamic University, Sudan*
Nawal Alhasan, Qassim University, Saudi Arabia
Raees Unissa, Qassim University, Saudi Arabia

Using translation is a practical approach to teaching foreign languages. This study intends to investigate the influence of translation on language learning. The objective was to emphasize the advantages of reducing the use of the native language in these classes and to evaluate the skill level of students in English departments in Sudanese universities. The study used descriptive and experimental methods, including tests, questionnaires, and personal experience gained by the researcher, to collect data. Thirty-one university instructors and 278 female EFL students from the Faculty of Arts, Department of English Language and Literature at Omdurman Islamic University, Sudan, participated in the study by filling out two different questionnaires. Seventy students were deliberately chosen to participate in a pre-test (experimental group). The participants were divided into two groups (control and experimental) and subjected to different instructional approaches before completing a follow-up test. The study's hypotheses were confirmed using the SPSS software and Chi-Square analysis. The study's main findings suggest that including translation in language courses is advantageous and improves students' academic performance. Both teachers and students agree that utilizing only English is advantageous, while including Arabic is practical and effective. Teachers sometimes use Arabic (64.4%) and surprisingly refuse to admit it when formally questioned about their opinions. Overusing the native tongue is not recommended. The study recommends that English language instructors encourage the utilization of Arabic when needed, as it has been proven to benefit students. Furthermore, teachers should prioritize students who are struggling academically.

14:10-14:35
83126 | *Role of Asynchronous Discussions in Creating Inclusive Classroom Environments*
Kumiko Tsuji, Northeastern University, United States

Synchronous discussions in foreign language classrooms are necessary to provide students with opportunities to interact with their classmates and exchange opinions in the language they are learning. Students can also observe nonverbal cues, such as gestures and facial expressions, to help them better understand those who are speaking to them. However, synchronous discussions may result in some students speaking more than others. Students with better speaking skills may feel more comfortable expressing their thoughts and opinions, while those who are less confident may hesitate to speak. Furthermore, extroverts might speak more than introverts. This dynamic may impede the development of an inclusive classroom environment. Using the Advanced Japanese course as a model, this session attempts to prove that incorporating asynchronous discussions into classrooms can provide all students equal opportunities to participate in discussions and express their thoughts and opinions, thereby creating an inclusive classroom environment. The session also discusses the importance of peer interactions in the form of comments during asynchronous discussions and evaluates different online tools for both oral and written discussions such as Canvas Discussions, VoiceThread, Flipgrid, and Padlet. It will be demonstrated that the aforementioned elements are essential for facilitating lively and inclusive asynchronous discussions.

14:50-16:30 | G09 (Ground Floor)
Saturday Onsite Parallel Session 4
Culture and Language
Session Chair: Bipin Sherchan

14:50-15:15
80147 | *The Japaneseness of Japanese English: Thinking Through Esyun Hamaguchi's Contextualism*
Shangjun Wu, Kyoto University, Japan

This study investigates Japanese English (JE), an English variety shaped by the Japanese language and cultural pattern, predominantly used in Japan. It examines JE's interplay with Japanese culture, particularly through Esyun Hamaguchi's Contextualism concept, which underscores the importance of interpersonal relationships and finding one's identity within these connections. The research argues that language is more than a mere communication tool; it is imbued with cultural patterns that reflect diverse ways of being. The paper includes an in-depth analysis of personal interactions with Japanese individuals, focusing on the challenges they face in expressing culturally specific concepts in English. It highlights the distinctive features of JE, advocating for its recognition and legitimacy in the realm of international communication. This involves a discussion on balancing English proficiency with preserving Japan's linguistic and cultural heritage. Drawing on Hamaguchi's Contextualism, the study emphasizes the manifestation of "Japaneseness" in JE. This term, adopted to describe the unique cultural pattern from the Japanese perspective, calls for greater attention to cultural patterns in linguistic studies. The exploration critiques the dominance of Western perspectives in global academic discourse and highlights JE's distinguishing characteristics, such as a relational self-concept, back-channeling, and a preference for passive voice. These traits offer a deeper understanding of the cultural foundations inherent in language, stressing the significance of recognizing and valuing linguistic diversity.

15:15-15:40
80061 | *Learning Novel Words for Motion With or Without Gesture: Does Language Matter?*
Irmak Su Tütüncü, Georgia State University, United States
Samantha N. Emerson, Aptima Inc., United States
Jing Paul, Agnes Scott College, United States
Murat Şengül, Hacı Bektaş Veli University, Turkey
Şeyda Özçalışkan, Georgia State University, United States

The world's languages follow a tertiary split in their expression of manner and path of motion, with greater use of verbs to express manner in satellite-framed languages (English), path in verb-framed languages (Turkish), and comparable expression of manner and path in equipollently-framed languages (Chinese; Slobin, 2004; Talmy, 2000). These language-specific patterns also influence the way speakers think about motion events and become evident in nonverbal measures such as co-speech gestures (Özçalışkan et al., 2016; Tutuncu et al., 2023), particularly when speakers are verbalizing the event (i.e., thinking-for-speaking account; Slobin, 1996). In this study, we extend this account to novel word learning that does not require verbalization of motion in one's native language. Specifically, we tested 173 adults who are speakers of Chinese (n= 60), English (n= 53), or Turkish (n= 60) for learning novel words (e.g., chulsu, mernu) that encoded either manner or path of motion with or without gesture, given the beneficial effects of gesture on learning (Goldin-Meadow, 2014). Speakers of all three languages learned pseudowords for manner more accurately than path (p=.025), with overall lower accuracy and slower reaction times for learning among Chinese speakers (p's<.001). There was, however, no effect of modality—speakers learned novel words equally well when instructed with or without gesture. Overall, our results suggest that the structure of one's native language has minimal effect on learning novel words for different motion components in a new language, even if those components are expressed at different rates in the native language of the speakers.

15:40-16:05
80704 | *"Utilization": The Third Type of Word Modification in POES (Predicate Oriented English Speaking)*
Byeongyong Kim, Sociom Research Center, South Korea

There are two types of word modification in English, derivation, and inflection. The former changes both the meaning and syntactic roles of original words, and the words generated by derivation can be inflected like any other words of the same part of speech. The latter does not change either the meaning or syntactic roles of the original words but merely expresses the necessary grammatical categories, and the inflected words cannot be inflected further. However, traditional prescriptive English grammar description (T-PEGD) includes the process of forming verbids into the inflection category although verbids have new meanings and do not express any grammatical categories. This causes logical inconsistencies in T-PEGD, raising the question in English acquisition, especially for L2 learners, how to cope with the inconsistencies. In order to solve the problem, this research introduces a new theory of English word modification called "utilization", which makes it possible to describe the function of inflection distinctively from utilization and derivation and define the process of forming verbids and their grammatical roles in sentences clearly and consistently. This paper also discusses the way utilization solves the flaws of T-PEGD and how the new theory contributes to forming a new model of describing English grammar called POES, which provides a more sustainable, consistent, and realistic description of English grammar that will comply with everyday English.

16:05-16:30
83203 | *The Thakali Indigenous Community of Nepal: Stories of English Language Educators*
Bipin Sherchan, University of Kathmandu, Nepal

The ability to communicate in one's native tongue is a defining characteristic of Nepal's multi-ethnic communities. On the other hand, new research indicates that minority and indigenous languages are being systematically removed from classrooms and educational institutions; the importance placed on teaching and learning English. The monopoly of the English language threatens not just the native tongue but also knowledge, cultural values, and knowledge systems. The response from schools regarding the use of mother languages as the primary language of instruction in the early grades has also been dismal. This study attempts to investigate the experiences of English language teachers from the Thakali indigenous group in Mustang, Nepal, using the concept of a decolonial perspective on English language education. The lived tales were produced by sixteen English language teachers who were specifically chosen, using the narrative inquiry under the interpretative paradigms. This study demonstrates how English is seen as a language of wealth and power. In this colonized society, its skill is seen as a sign of a highly qualified and educated individual. Even within families, mother tongues are becoming extinct in their own country. Students who speak native tongues are allocated to urban schools. The goal of this study is to raise awareness among researchers, educators, and indigenous scholars on the need to include indigenous languages into the educational framework.

16:45-18:25 | G09 (Ground Floor)
Saturday Onsite Parallel Session 5
AI & Education
Session Chair: Sinokubekezela Princess Dube

16:45-17:10
80026 | *Views on ChatGPT by Top-Ranked Universities: Opportunities and Pedagogical Implications for Teaching and Learning*
Rita Gill Singh, Hong Kong Baptist University, Hong Kong
Cindy Sing Bik Ngai, The Hong Kong Polytechnic University, Hong Kong

Studies on ChatGPT have mainly revolved around views expressed in newspapers about ChatGPT and general discussions about the benefits, limitations and opportunities for utilizing ChatGPT in Higher Education (HE). A review of the literature indicates limited research on ChatGPT, particularly a synthesis of the official views and guidelines of top-ranked universities on the uses, challenges, and opportunities brought by ChatGPT, which can provide a more comprehensive understanding of the current state and recommendations for academics and educators. By employing the corpus assisted discourse analysis approach, this study examined the key themes and emotions elicited by evaluations or appraisals of the ChatGPT situation from a self-built corpus consisting of 158 articles from 46 top-ranked U.S. universities and 34 U.K. ones. The results showed that three salient themes were discussed on the official websites of these universities, namely ChatGPT as an AI text and content generator, use of ChatGPT in teaching and learning, and potential implications and opportunities of using ChatGPT in HE. Bias, concern, worry, threat, fear, and trust were the key emotions in the appraisals. Using examples collected from our corpus, this study offers an in-depth discussion of the appraisals of the situation in relation to the use of ChatGPT in HE. The insights gained have pedagogical implications for academics and educators and may offer evidence-informed guidance on the use of ChatGPT.

17:10-17:35
80650 | *Teaching in the Era of AI: Teachers' Perspectives of Utilizing ChatGPT in Education*
Nato Pachuashvili, International Black Sea University, Georgia

The emergence of Artificial Intelligence (AI) in teaching has had a transformative impact on various aspects of education. AI tools, such as OpenAI's ChatGPT, have introduced innovative approaches to teaching and emphasized the necessity for personalised learning materials. Its application to teaching has heightened the significance of digitization, especially in the age of AI when technologies determine the future priorities of education. The integration of such technology has streamlined material development processes and provided a number of benefits. It has also accelerated the need to incorporate AI in classrooms to keep up with modern trends in pedagogy. With AI assistance, the education processes have become more efficient and productive. The objective of this paper is to explore the versatile use of ChatGPT as a valuable digital resource in teaching processes. The quantitative study, which was conducted with 50 university teachers in private universities in Georgia, examined teachers' perspectives on using AI in education. In particular, the research dealt with the ways university teachers utilize ChatGPT to design engaging and context-relevant materials. It also analysed teachers' perceptions of AI's potential to enhance their overall teaching experience. The study further explored the disadvantages that ChatGPT presented in the teaching and learning processes. By examining these areas, the study revealed a number of the affordances of ChatGPT as well as its potential limitations in educational processes.

17:35-18:00
82812 | *Exploring the Impact of ChatGPT on Medical Education and Research: A Systematic Review*
Shazia Rasul, Shalamar Medical and Dental College, Pakistan
Ghulam Farid, Shalamar Medical and Dental College, Pakistan
Anila Jalil, Shalamar Medical and Dental College, Pakistan
Zahid Bashir, Shalamar Medical and Dental College, Pakistan

This systematic review provides insights into the benefits, challenges, and directions of ChatGPT in medical education and research. This systematic review reviewed the use of ChatGPT in medical education and research, focusing on English language studies from January to December 2023. This includes journal articles, editorials, case reports, letters to editors, conference papers, and meeting papers. The study excluded studies in languages other than English, book chapters, and studies on management sciences, engineering, social sciences, media and IT. The PRISMA diagram outlines the process of selecting 50 studies qualifying for inclusion. These were analyzed using a material extraction structure. The studies included after evaluating titles, abstracts and full text. Methods: ChatGPT, a chatbot used in medical education and research, training, and community health outcomes regarding medical education and medical research. It facilitates asynchronous communication, timely feedback, and personalised learning experiences. ChatGPT can improve patient outcomes, enhance in-person office operations, and improve patient monitoringTechnical barriers, such as natural language processing, may lead to misunderstandings. AI tools pose academic integrity concerns in medical education and research, and medical educators must adapt to technology changes. ChatGPT provides learning opportunities in the form of self-directed learning and helps in passing exams. It provides an innovative methodology for establishing clinical diagnosis and decision making as well as management plans for patients. It helps in patient education as well as medical research. It is, however, associated with certain challenges like limitation of data, biased data, inaccuracy of data, plagiarism, data privacy, patients' confidentiality, and responsibility.

18:00-18:25
80342 | *A Conceptualised Framework of University Students' Perceptions of ChatGPT as a Tool for Learning and Research*
Sibusisiwe Dube, National University of Science and Technology, Zimbabwe
Belinda Ndlovu, University of South Africa, South Africa
Sinokubekezela Princess Dube, University of Zambia, Zambia

This is a systematic literature review that is guided by the PRISMA model, to explain the perceptions of university students about ChatGPT and identifies factors influencing ChatGPT adoption in learning and research. This study is informed by the limited literature on students' perceptions and conceptual frameworks of factors influencing the adoption of ChatGPT as an academic tool. Existing studies either focus on educators; perceptions or on isolated cases of empirical studies conducted for individual and unique contexts. The global-level students' perceptions and factors influencing their adoption of ChatGPT are currently not clear. This gap is filled by findings from peer-reviewed articles published between November 2022 and April 2024. This study also searches for the positive impact of ChatGPT on students' education and the concerns raised by students regarding the integration of ChatGPT on the academic practice. The major themes resulting from this systematic literature review will be further used to develop a conceptual framework of factors that influence the adoption of ChatGPT in the academic activities. The findings of this research will have both a practical and theoretical contribution to the body of knowledge. First, findings of this research will explain the perceptions of students about using ChatGPT in the academic practice. Second, results of this study inform the university management and policy makers about how to effectively integrate ChatGPT in the education practice. Third, the study presents a conceptual framework of factors to be considered for a successful incorporation of ChatGPT, a powerful tool for teaching, learning and research.

Notes

09:30-10:45 | G10 (Ground Floor)
Saturday Onsite Parallel Session 1
Performing Arts and Contemporary Issues
Session Chair: James Moy

09:30-09:55
82823 | *Trading Lives: A Dystopian Tale of Bartered Bodies in Manjula Padmanabhan's Play 'Harvest'*
Swagatika Dash, Veer Surendra Sai University of Technology, India
Ashapurna Dash, Veer Surendra Sai University of Technology, India

The ethical dilemma surrounding organ donation lies at the core of modern medical ethics, as the juxtaposition between the noble act of voluntary organ donation and the illicit trade of human organs reveals a complex web of moral, legal, and socio-economic implications. While the former embodies the pinnacle of altruism, illustrating principles of compassion and solidarity, the latter commodifies this selfless act, turning it into an instrument of exploitation. To address these issues, it is crucial to explore the dynamics of the illegal trade and devise comprehensive solutions that align with justice and human dignity. Drawing upon this context, Manjula Padmanabhan's play 'Harvest' deserves a dedicated reading as it plunges readers into a dystopian world where buying and selling human organs has become the norm. In such a twisted reality, individuals are forced to trade their flesh and blood, sacrificing their physical and mental well-being for survival. It raises the issues of moral decay and dehumanization that accompany the commodification of bodies. The current study analyses the play 'Harvest' through an interdisciplinary approach that combines medical ethics, human rights, and social justice. This analysis seeks to examine the chilling echoes of this twisted existence, serving as a reminder of the dire consequences that befall a society when the pursuit of survival replaces the pursuit of happiness. In conclusion, this paper posits that the exploitation of human organs perpetuates a cycle of suffering and regret that blurs the line between survival and existence.

09:55-10:20
81856 | *Illegal LEGO® Builds: Playing Shakespeare in the Twenty-First Century*
Caitlin West, University of Queensland, Australia

This paper addresses the question: how can theatre practitioners perform Shakespeare in a critically engaged way in the twenty-first century? In the twentieth century, Shakespeare performance was often characterised by a focus on textual analysis, verse-speaking, and fidelity to the playwright's perceived intentions. This approach is illustrated in John Barton's highly influential 1984 guide to staging Shakespeare, Playing Shakespeare. In contrast, many twenty-first-century performers take a critical and interrogative approach to Shakespeare, focusing on de-colonisation, deconstruction, and revision. These changes to theatre practice signal the need for a new and targeted methodology for performing Shakespeare. In this paper, I draw on my observations of professional Australian Shakespeare rehearsals to illustrate the need for such a methodology. I demonstrate how contemporary practitioners, in an attempt to de-emphasise the authority of the text and playwright, at times ignore or do not recognise important structural attributes of Shakespeare's plays. Building on W.B. Worthen's theory of tools and technologies, and using the analogy of LEGO bricks, I outline a new methodology for performing Shakespeare. This methodology re-emphasises close engagement with the text, but does not equate such engagement with complicity or "fidelity". Rather, it equips performers to make use of Shakespeare's words as materials in critically engaged performances. These performances open up and enter into rigorous, two-way conversations, both with the text and with its performance history.

10:20-10:45
82523 | *Sovereignty, Scientific Racism, and Larissa FastHorse's The Thanksgiving Play*
James Moy, University of South Florida, United States

The cultural/social text ultimately reflects the political/economic ecology of the moment. Accordingly, this study offers a close interrogation of a small series of singular, easily circumscribed events to elucidate a broader critical understanding of the moment. This piece, then, is just an opening gesture to a larger examination of the notion of Sovereignty, Indigenization, Restitution, and Representation on a comparative global scale. Mediated representations foster certain perspectives that cannot be refused, even by those who are abjectly opposed. The relationship between cultural celebration, disruption, and social change has a long, continuous, complex trajectory. Accordingly, direct appeals to a historical record can yield much insight, both into the cultural object and the social text in which it is embedded. Within this context, this piece concludes with a pointed discussion of Larissa FastHorse's The Thanksgiving Play (2019) in light of recent geo-political developments and the global history of suppression.

11:25-12:40 | G10 (Ground Floor)
Saturday Onsite Parallel Session 2
Self in the Arts
Session Chair: Florence Toh Haw Ching

11:25-11:50

83139 | *Queer Becoming in Yaoi Visual Novels: The Role of Non-Human Characters in Affective Engagement*
Chuxuan Zhang, University of Edinburgh, United Kingdom

Yaoi visual novel games have emerged as a contributable landscape in exploring queerness. To extend the queer representation and narration, this research investigates the players' affective engagement in these games, specifically focusing on the non-human characters' influence and their contribution to queer experiences. Employing "The Symbiant" (2023) as a case, the combination of visual content analysis and autoethnography was conducted. Results reveal that non-human elements enhance the affective interaction between players and avatars, especially when eliciting negative responses due to the visual representation of the non-human or disruptions in the agency. Meanwhile, in the sex scene, non-human elements function as visual manifestation of the player's desire presence and interrupt the connection between the player and the avatar. The findings suggest that non-human characters break the stable pattern of the player's gaming engagement. They encourage the players to find new ways of experiencing themselves by facilitating the "becoming": "becoming-non-human" that shares their desires and "becoming-avatar" through uncanny narration, representation, and suspended agency. This process further justifies instability, thereby allowing players to navigate nomadic spaces that queer rigid, hierarchical discourses of gender and sexual identity. The analysis contributes to enriching the diversity of the discourse in game studies and queerness by investigating the potential of non-human elements in Yaoi visual novels to queer fixed identities.

11:50-12:15

80700 | *The Ear as an Eye: Multimodality in an Organ Performance*
Francesca Ajossa, KU Leuven, Belgium

Although the organ frequently occupies a prominent place in an acoustic space, the player of the instrument is often barely visible. In this special concert and listening situation, questions are raised regarding certain (missed) expressive-visual opportunities. In this case study, we explore how an analysis of the organist's score-driven movements and performative experiences can lead to the development of a basic choreographic framework. The latter is subsequently used as a practical tool for interdisciplinary creation and communication. This presentation provides an account of the creative process and challenges of working with a dancer on the creation of a multimodal performance. The interdisciplinary collaboration between dancer and organist is also discussed as an interesting layer on top of the "historically informed musicking", helping one access their embodied experience of the music as well as solving technical and expressive issues related to time (timing, articulation, touch) and space (projecting and reflecting sounds). Inspired by the theoretical framework of Embodied Music Cognition, the understanding of the human body as a link between music and mind is expanded to that of the dancer's body as a mediator in the performer-audience communication as well as performer-performance awareness.

12:15-12:40

81604 | *Conquering CPTSD Through Self-Efficacy: A Reading of Jacqueline Wilson's Children's Novel*
Florence Toh Haw Ching, Universiti Putra Malaysia, Malaysia

Contemporary children's literature functions as a mirror to the real life struggles that modern children are increasingly threatened with. Among the authors who address these issues in their works, Jacqueline Wilson has received numerous accolades for highlighting the challenges children face. While research involving her repertoire of books is growing, much can still be said about how her child characters endeavour to manoeuvre the hardships encountered. One such novel, Dustbin Baby, narrates how 14-year-old April traces back her origins from being rescued from the garbage bin as a newborn baby to being passed around in orphanages, children's homes and foster parents. Through the transitions, the protagonist experienced abandonment, emotional and physical abuses, being coerced into committing crimes and even witnessed a suicide. These incidents have led her to display signs of complex post-traumatic stress disorder (CPTSD). Yet in this one-day adventure of backtracking her childhood, April learns to accept her past while reconciling with her present as she navigates her future directions. The reading of the text is illuminated through the application of psychologist Albert Bandura's concept of self-efficacy. The analysis focuses on how April's sense of self-efficacy is enhanced through four sources of efficacy information which are enactive mastery experience, vicarious experience, verbal persuasion, and physiological and affective states. In acknowledging the long-term effects of childhood trauma which carry detrimental repercussions into adulthood, the study into Wilson's selected text is significant in showcasing how the protagonist gains agency and empowerment through and despite the ordeals endured.

12:55-14:35 | G10 (Ground Floor)
Saturday Onsite Parallel Session 3
Discourse and Ethics in Media and Politics
Session Chair: Eric Williams

12:55-13:20
78365 | *The Intersection of Ethics and Space Law in the Non-appropriation of Outer Space*
Emmanuel Nartey, Bath Spa University, United Kingdom

This paper considers how ethics and space law can regulate the exercise and control of outer space activity by the world's most powerful nations. The chapter focuses on ethics and space law as a method of control over scientific research and the exploration of outer space resources for security and militarisation. It highlights modern problems with outer space exploration. It observes the importance of protecting outer space for the common good of humanity. Furthermore, it reviews the inadequacy of space law and argues that humanity must collectively prevent the militarisation of outer space. It recommends 1. the development of a new Code of Ethics for outer space exploration, 2. the study of space law through the concepts of theology and ancient philosophy, 3; that the interpretation of space law should carry the same gravity as that of international law, 4. that the militarisation of outer space should constitute a breach of international law, 5. a new tribunal for the adjudication of breaches of outer space exploration, 6. a tribunal for the adjudication of deliberate debris in outer space, 7. that space law should be incorporated into a new legal regime called the Constitution of Space, and 8. the development of guidelines for operating and cleaning the outer space environment. Lastly, it is observed that the senseless exploitation of outer space resources is dangerous to the survival of all living organisms and humanity, and, therefore, should be controlled through embedding the vigorous principles of ethics in the space governance framework.

13:20-13:45
79186 | *The Dynamics of British Counter Terrorism Strategy in the Post 9/11 Environment: An Academic Analysis of Evolution, Prospects and Challenges*
Muhammad Roy, Government Murray College Sialkot Pakistan, Pakistan
Farhan Khalid, Government Murray College Sialkot Pakistan, Pakistan
Amna Kalsoom, Government Murray College Sialkot Pakistan, Pakistan
Muhammad Shahzad Tufail, Government Murray College Sialkot Pakistan, Pakistan

The Scourge of terrorism has emerged as a gigantic threat to global peace and humanity since the events of 9/11 which guided the states to adopt new counter terrorism strategies to contain and crush the threats and activities of the perpetrators. The United Kingdom along with its collated partners applied a strict mechanism and measures to destroy the sanctuaries of the dissidents for the sake of lasting global peace. The British government has strongly emphasized on certain soft and hard policies through social, political, economic and military deterrence. How the Britain's Counter Terrorism policy paradigms evolved, applied and faced certain challenges to be enforced? There are domestic and external actors involved to facilitate the home-grown terrorism in England. The work focuses on the ratio of success and failure of the current British Counter Terrorism policy along with its drawbacks and flaws reflecting in the Counter Terrorism synergism. Has the credibility of British security agencies been compromised in the context of operational obligation and interactive coordination with Global Counter Terrorism Strategies? The British security agencies and counter terrorism authorities have contributed a lion's share in countering domestic and global terrorism but yet to do a lot of work remains ahead. The study comprises prospects and implications of British counter terrorism policy in the context of comparative approach that how much United Kingdom has contributed and achieved the determined targets while fighting the global war on terror in its domestic and external as an ally of the United States during 2001-2023.

13:45-14:10
80873 | *October 7th and the Discourse of Violence: The Israel/Gaza Conflict*
Steven Jordan, McGill University, Canada
Elizabeth J Wood, McGill University, Canada
Shaheen Shariff, McGill University, Canada
Chris Dietzel, McGill University, Canada

This paper draws on research that we have conducted over the past 6 years on the iMPACTS project based at McGill University. While the project has focused on gender-based violence in education and society, this paper explores how and in what ways the concept of violence has been orchestrated and deployed in the events surrounding the 2023 October 7th attack by Hamas on Israel, and Israel's response to this attack in the Palestinian territory of Gaza. We will be interested in exploring and analysing the different ways in which the concept of violence has been construed and operationalised in mainstream and social/alternative media platforms. We will also be concerned with understanding how public debate and discussion on the conflict in Israel/Gaza has raised questions about the role the of the State in generating and deploying conceptions of violence that perpetuate western colonial-settler relations with the Global South. In making this argument, we will draw on the theoretical contributions of Raewyn Connel, Dorothy Smith, David Harvey, Vijay Prasad and others who have attempted to understand violence from the perspective of subaltern populations in the Global South.

14:10-14:35
80285 | *Daddy, What Did You Do in the Great War? Deconstructing British Visual Media Propaganda in World War I*
Eric Williams, The Ohio State University Agriculture Technical Institute, United States

World War I saw the deployment of visual media propaganda on an unprecedented scale. British propaganda was far more nuanced and voluminous than the other belligerents during the conflict. Government agencies in Britain utilized the mechanism of visual presentation to bombard the civilian population in cities across the Isles, preying on themes of masculine military duty and feminine national sacrifice to compel the population to enlistment and rationing. The development of various propaganda narratives found life in a torrent of propaganda posters that demanded a masculine national response to both the German enemy and civilian malaise. Propaganda enticed service to the nation through gendered imagery in posters, unflinching painted canvases of shell pitted hellscapes, and staged action in the newly minted technology of film. Through an examination of the psychological language of propaganda, and a thick analysis of government agencies involved in the development of visual media propaganda, the rhetoric of the image will foster examination, analysis, and deconstruction. By blending both art history with historiographical research, psychological analysis and semiotics, a more thorough accounting of the creation, messaging, and audience for visual media propaganda is possible. The tools of artistic deconstruction and examination work in conjunction with notions of visual representation, class dynamics, gendered language, and national identity to provide a multi-disciplinary approach to propaganda studies in the 21st century.

14:50-16:05 | G10 (Ground Floor)
Saturday Onsite Parallel Session 4
Arts and Politics of Space
Session Chair: Keung Hung

14:50-15:15
79430 | *Walls, Spray Paint and the Urban Space: The Graffiti Artists of Durban and Their Navigation of Boundaries*
Kehinde Adewumi, Durban University of Technology, South Africa

The urban landscape of Durban showcases a captivating fusion of architecture, graffiti, and the surrounding environment. While graffiti infuses vibrancy into these urban spaces, it often exists as an unsanctioned practice. This unsanctioned status contributes to the prevailing perception of illegality associated with this art form. Acknowledging the intricate interplay between these elements and the diverse public opinions surrounding graffiti, this paper delves into the clandestine yet overt expressions of Durban's graffiti artists on city walls. This research aims to investigate how these artists navigate the intricate web of ownership and spatial boundaries when presenting their art in public domains. To guide this inquiry, the paper is framed around a central research question: How do graffiti artists in Durban reconcile the conflicting dynamics of spatial boundaries and (il)legality in their practice? Employing a qualitative research methodology, this study adopts the snowball sampling technique to identify and engage with five graffiti artists actively contributing to the urban art scene in Durban. Qualitative data collected from these artists was then subjected to thematic analysis. One significant finding emerging from this study is a gradual shift in the prevailing perception of graffiti as an illegal activity. This transformation is evidenced by an increasing acceptance among space custodians, who are more willing to offer their walls as temporal canvases for public displays of graffiti.

15:15-15:40
80369 | *Flâneurism Reimagined: From Urban Modernity to Contemporary Interior Spaces*
Amos Bar-Eli, Holon Institute of Technology, Israel

This paper delves into the evolution of flâneurism, originally conceptualized by the German thinker Walter Benjamin in the early 20th century. It traces its transformation from being an emblematic figure of modernity that defined urban culture to its manifestation within the design philosophy of present-day interior spaces.
The investigation illustrates the manifestation of flâneur's principles in contemporary interior spaces. These principles encompass curated settings designed to evoke a sense of leisure, discovery, and engagement. The emphasis on multifunctionality and adaptability mirrors the dynamic and ever-changing nature of urban landscapes, providing occupants with varied environments for exploration. The choreography of interior spaces ensures a spectrum of atmospheres, purposes, and aesthetics, enabling occupants to participate in a diverse range of encounters. These spaces prioritize an appreciation for the unexpected, inviting occupants to pause, observe, and interact with their surroundings, fostering a profound sense of curiosity and wonder. The paper examines these concepts through a critical exploration of the works of influential thinkers, including the Canadian-Mexican architecture historian Alberto Pérez-Gómez. It delves into the diverse discourse surrounding ideas of the "fragment" and the "unfinished," supported by the analysis of visual examples drawn from the creative portfolios of contemporary architects like SANAA and Sou Fujimoto, among others. Building on this analysis, the paper concludes with a critical evaluation of contemporary interior architecture. It considers its diverse manifestations, its connections with current culture and technological advances, and proposes potential conceptual frameworks for further consideration.

15:40-16:05
82139 | *Enhancing Community Participation and Engagement Through an Artistic and Technological Integration*
Keung Hung, The Education University of Hong Kong, Hong Kong

'Control Freak' (ver 2.0) (2022-23) is a Chinese calligraphy mechanical and community art installation and digital video project that makes use of human, gravitational, magnetic, and mechanical forces. It is an experiential and participatory artistic research project. 'Control Freak' is a Magnetic Pendulum Chinese Calligraphy Writing Machine (MPCCWM) that embodies a new era of digital Chinese calligraphic art by transcending the traditional Chinese concept of 'four treasures of the study' (Zhang et al., 2000) to a new 'eight treasures of the study' in an installation format and digital moving image experience. The installation, which takes the form of a Chinese calligraphy writing machine with which the audience can interact in a constant state of control and loss of control, connects the physical act of Chinese ink calligraphy writing with the emotional acts associated with the meaning of Love. MPCCWM exemplifies the plethora of possibilities for Chinese calligraphic writing and creation that exist between human and non-human aspects. It considers how artistic and creative possibilities beyond conscious human creations might be expanded. 'Control Freak' was, therefore, a new digital media art installation that invited audience participation and a machine that generated art, extending the experimental and suggesting re-creative possibilities of contemporary Chinese calligraphic art. Control Freak was, therefore, a ground-breaking digital media art installation that encouraged audience participation through the integration of art and technology, thereby expanding the experimental and re-creative possibilities and aesthetics of contemporary Chinese calligraphic art.

Saturday Onsite Parallel Session 5

Politics in Arts & Culture

Session Chair: Mustafa Orhan Göztepe

16:45-17:10

83124 | *Should Arts be Politically Committed? A Case Study on the Criticism of People's Justice Artwork in Documenta Fifteen*
Hadiansyah Aktsar, University of Groningen, Netherlands

Documenta Fifteen in Kassel, Germany, curated by Ruangrupa, immediately became the world's attention after the boycott of an art installation accused of having anti-Semitic views. Schaap (2011) argues that strict social hierarchies continue to be practiced culturally to suppress and deny the intelligence of small groups who may not have the basic knowledge to understand their world. Meanwhile, Rancière argued that the essence of politics itself is through acts of resistance to the 'police' by providing opportunities for marginalized groups in the intellectual hierarchy to speak. Then, what kind of freedom is ideal to provide space for artists or writers to express their thoughts and ideas? What if their views contradict the values agreed upon by the majority group? In this paper, I will analyze Rancière's thoughts about political aesthetics and the distribution of sensible as a framework to deal with the criticism of the artwork entitled "People's Justice" by Taring Padi which was exhibited at Documenta Fifteen in Kassel, Germany in 2022. Should art have a political commitment? And if so, what is the relationship between politics and aesthetics? Through a qualitative descriptive method, I invite readers to reflect on Rancière's thoughts on understanding an art or artwork, despite the eventual need to reach a dissensus.

17:10-17:35

83122 | *Jorge Mañach and the Unknown Path of a Cuban Theory of Style*
Yaneidys Arencibia Coloma, University of Manchester, United Kingdom

Many authors agree that the Theory of Art is an underdeveloped academic discipline within the Cuban History of Art field, and its epistemic evolution has been resolved in the importation of foreign models into our artistic spaces of art practices and criticism. The present papers entitled Jorge Mañach and the Unknown Path of a Cuban Theory of Style, demonstrate the presence of theoretical and methodological elements that allow substantiate the contribution of this author to the discipline in the early XX Century.
The study focuses on Historia y estilo, published in 1944, which includes four texts: "The Nation and the Historical Formation", "Historical Scheme of the Cuban People", "The Style of the Revolution" and "The Style in Cuba and its Historical meaning".
We worked from a transdisciplinary perspective anchored in the Theory of Art History and Sociology of Knowledge to present Mañach's Theory of Historical Circumtanciality of the Style and the social and institutional contexts, as well as the intellectual network that allowed its emergence and legitimation during the first half of the XX Century in Cuba.

17:35-18:00

82732 | *Cultural Diplomacy Through Film: UK-China Co-production Agreements in Sino-British Relations*
Giulia D'Aquila, King's College London, United Kingdom

The UK-China Film and TV Co-Production Agreements, ratified in 2014, initially celebrated as fostering collaboration and inaugurating a 'Golden Era' in Sino-British relations, promised financial incentives and market access for UK producers. However, limited success in practical outcomes revealed communication challenges and limited appeal and effective advantages for stakeholders involved in film co-production, along with shifts in political narratives around the bilateral relation. This study employs a poststructuralist-interpretive framework to analyse the Film Co-Production Agreement as a case study of cultural diplomacy through film. Through elite and informal interviews, this paper explores the intricate cross-circuits of communication and negotiation shaping film-centred cultural exchange within Sino-British relations, and the diverse opportunities and challenges this exchange presents for different interested groups.

18:00-18:25

83140 | *Constructing Minor Histories: Cultural Narratives of Turkish Immigrant Communities in Germany Through Music in Love Deutschmarks and Death (2022)*
Mustafa Orhan Göztepe, Istanbul Kültür University, Turkey

Love Deutschmarks and Death (2022) is a documentary film composed of archival footage and current interviews on the music of the Turkish immigrant community in Germany and how they employ music as a narrative device of self-expression. The film is divided into three parts that highlight the socio-economic and cultural obstacles and problems of three generations of immigrants, from the arrival of gastarbeiters to Germany in 1961 until today. Tracing the protest musical journey of immigrants is a way of reading minor histories. This paper approaches the film as an attempt to examine the social, cultural, and economic discourses in this community about the issues of integration/rejection dichotomy through music. Within the film's narrative, the attempt to write a minor history through music can be exemplified by placing heavily accented German phrases in Turkish traditional songs of the first wave of immigrants to contemporary forms that are new, entirely hybrid, and incomprehensible for the Turkish audience. However, it is argued that this process, narrated through music, also highlights how the Turkish gastarbeiter was transformed into a German citizen of Turkish origin, a cultural line supported by the German state in its 60th year.

Notes

09:30-11:10 | G12 (Ground Floor)
Saturday Onsite Parallel Session 1
Challenging & Preserving: Culture, Inter/Multiculturalism & Language
Session Chair: Ya-Hsuan Wang

09:30-09:55
80794 | *Perception of Undergraduate Students on Cultural Pluralism in Higher Education Institutions*
Lalita, Panjab University, India
Kuldip Puri, Panjab University, India

India is a culturally pluralistic country with a diverse population, and this diversity is reflected in its higher education settings, in students' language, caste, class, gender, socioeconomic status, and regional backgrounds. This diversity encourages keen interactions among students and educators inside and outside the classrooms. An atmosphere of respect, acceptance, tolerance, appreciation, adjustment, and compassion among individuals nurtures a conducive learning environment. To evaluate the existence of such an environment it is essential to understand the perception of students on cultural pluralism in higher education settings.
To gauge students' perceptions a sample of 149 undergraduate students with diverse regional backgrounds was selected from six higher education institutions in Union Territory Chandigarh and the State of Punjab. Data was collected using a self-developed and validated instrument, the Cultural Pluralism Perception Scale (CPPS). It was found that 40.27% of the students had a favourable perception of cultural pluralism and 45.64% of the students had less favourable perceptions. However, no significant differences were found between the perceptions of males (mean score= 165.14) and females (mean score=170.44) nor between the scheduled caste and scheduled tribe (mean score=168.2) and others (mean score=165). The results show that it is significant to cater for the perception of students to address the areas for enhancing a more inclusive and culturally diverse environment in higher education institutions.

09:55-10:20
82892 | *Development of Teaching Materials about the Beauty of my Country's Diversity to Improve Nationalist Attitudes and PKN Learning Outcomes*
Nurhayati Nurhayati, Yogyakarta State University, Indonesia
Fathurrohman Fathurrohman, Yogyakarta State University, Indonesia

The attitude of Nationalism is a characteristic of patriotism that must be developed in the Indonesian nation which must be started from an early age, this is an investment for our nation in the future. This research aims to determine the steps, feasibility and effectiveness of using the teaching material "The Wonders of Diversity of My Country" as a PKN teaching material regarding ethnic and linguistic diversity of My Country at IV elementary schools. The type of research used is Research and Development Model 4D. 4D (Define is carried out by analyzing the curriculum, learning resources, assignments and student test scores, Design is carried out by designing teaching materials starting from the initial appearance of the teaching materials to the author's biodata, Development is carried out first by validating the teaching materials developed and dissemination of the results of validity, practicality and effectiveness of teaching materials. Data collection techniques are observation, interviews, scales, and tests. Data analysis techniques are qualitative and quantitative. The research subjects are 46 students of Ashabul Kahfi Elementary School in Medan media, material experts, and practicality experts obtained 93% and, 95.3%, 92% with the qualifications being very feasible and practical to use with slight revision. Results of the effectiveness of pre-test and post-test teaching materials through the n-gain test, normality test , homogeneity test and T-test (Paired Sample T-Test) with effective results. Based on research results, the teaching material product "The Beauty of My Country's Diversity" is feasible, practical and effective to use.

10:20-10:45
80025 | *Etuaptmumk is a Cultural Foundation for Indigenous Gender and Sexuality Education Research*
John R. Sylliboy, McGill University, Canada

Two-eyed seeing (TES), or Etuaptmumk, in the Mi'kmaw language, implements the strengths of Indigenous knowledge and Western perspectives for co-learning. This paper will share how to implement Etuaptmumk as an Indigenous way of knowing to explore gender and sexuality in a Two-Spirit identity. The paper will frame E/TES as a strength of Indigenous knowledge to expand how to explore Two-Spirit through cultural knowledge. Etuaptmumk allows knowledge systems to collaborate by converging their perspectives as an empirical inquiry. Mi'kmaw foundations of knowledge based on Two-Eyed Seeing provide an analysis of language and culture to develop a more inclusive language of terms for Two-Spirit gender identity and sexuality through linking language as a cultural foundation for learning.

10:45-11:10
80442 | *Trans-Cultural Population and Trans-Cultural Education: Embracing Ambiguous Heritage*
Ya-Hsuan Wang, National Chung Cheng University, Taiwan
Syun-Yi Chang, University of Hsuan Chuang, Taiwan

Based on transnationalism and transculturalism, this study concerning the human right issues for pluricultural people is focused on transcultural knowledge reform using their life experiences in order to tackle the complicate negotiation of cross-border identity under ambivalence and ambiguity within globalization era and localization contexts. Who are transcultural people? Trans means across or beyond. Transcultural is rooted in the breaking down of boundaries and the concept that no one culture "belongs" to any one group. Transcultural people are to describe people who were "born into" one culture but identify with another or "born into" a culture in-between. This goes beyond simply adopting another culture or ethnicity's traditions, customs, or behaviors. Transcultural individuals could be cultural expatriates who identify strongly with a culture they select. Within the context of international marriage in Taiwan, transcultural people are often classified to the mother's nationality or asked to select one ethnicity that goes beyond what multicultural education can tackle. This project tries to rebuild the landscape of trans-cultural education by defining trans-cultural people with embracing their ambiguous heritage. It is oriented from the interest in cultural studies, turning from multiculturalism to transculturalism. Field data were taken from immigrants and their children. This study takes Merleau-Ponty (1962) "ambiguity" to reconstruct ambiguous heritage in order to build up the base of trans-cultural knowledge. It is to face up to the need of trans-cultural education by exploring pluricultural people's interpretation on identity-partitioning and identity complexes intertwined with the social structure and ethnic interaction.

G12 (Ground Floor) Session 2

Saturday Onsite Parallel Session 2

Culture and Language

Session Chair: Meral Muyesser

11:25-11:50
80011 | *A Scoping Review of Teaching Practices for Linguistically Diverse Students in Ontario*
Lana Kittani, Brock University, Canada

This study explores the challenges faced by linguistically diverse students and teachers in Ontario, Canada. Current research suggests that it takes 5 to 10 years for English Language Learners (ELLs) to reach the language proficiency of their native English-speaking peers (Goodman & Fine, 2018). During this time, ELLs face many challenges including language loss, difficulties in developing a sense of belonging and inclusion in the school community, and difficulties in negotiating their identity. Likewise, educators face challenges when attempting to tailor assessment and instruction for ELLs. Some of these challenges are present based on educators' background on literacy development and their understanding of language loss, the need to better understand students' funds of knowledge to support their sense of belonging, lack of teacher education in ELL instruction to assist students in their identity negotiations and formation, and lack of time and resources to prepare and deliver inclusive instruction. A scoping review was conducted to answer the following research questions: (a) What are the experiences and challenges faced by ELLs and classroom teachers? (b) What high-yield pedagogical approaches can teachers use to support ELLs' inclusive learning needs? (c) What are the implications for the educational and research community of employing such high-yield pedagogical approaches for teaching ELLs? Findings from this review indicate that improvements to teacher education programs are needed to develop teachers' understanding of ELLs, as well as a close examination of existing policy documents and ways in which they can be updated to reflect Ontario's growing ELL population.

11:50-12:15
79894 | *Translation of Cognate Accusative from Arabic to English: The Case of Call of the Curlew*
Mohd Nour Al Salem, The University of Jordan, Jordan

The cognate accusative (CA) in Arabic grammar is a unique structure that has no direct equivalent in English. This paper analyses the various strategies that can be used to translate CA instances and assesses the success of these strategies. The research particularly looks into The Call of the Curlew, the English translation of Taha Hussein's novel Doa'a Al-Karawn, which serves as a model to analyse the Arabic CAs and their English counterparts. To evaluate the naturalness and acceptability of the renditions, a questionnaire is disseminated to 91 translation experts and 18 native English speakers. The results show the difficulties surrounding the translation of the CA as indicated by the translator, who states in the introduction to his translation that Hussein's literary production has been labelled "untranslatable" by some scholars because of the literary language of the novel. The study, therefore, concludes with the main strategies used to render this Arabic-specific structure into English based on the analysis of the selected work of literature and the quantitative results of the questionnaire.

12:15-12:40
80515 | *The Multicultural Classroom: Helping Culturally and Linguistically Diverse Students Succeed in Traditional Courses*
Meral Muyesser, Rowan College at Burlington County, United States

Classrooms are becoming linguistically, culturally and ethnically more diverse than ever. This provides teachers with a lot of new opportunities but also creates some new challenges. The key to effective communication lies in the successful expression of one's intended meaning; however, the linguistic choices that non-native English speakers make are not only influenced by their knowledge of syntax or forms of the target language, but they are also affected by their home culture. Cultural and pragmatic differences can result in negative transfer and English Language Learners (ELLs) encounter difficulties in utilizing the English language in a way that is socially appropriate to the situation. It is crucial to support culturally and linguistically diverse students in mainstream classrooms. However, to support students, it is imperative to support mainstream teachers. Preparing and supporting mainstream teachers to work with culturally and linguistically diverse learners is a growing concern in education, since more and more schools host increasing numbers of students whose primary language is not English. The aim of this session is to provide both college instructors and administrators with strategies that will allow them to understand and support their culturally and linguistically diverse students.

Saturday Onsite Parallel Session 3
Learning Experiences, Student Learning & Learner Diversity
Session Chair: Agata Augustyn

12:55-13:20
80018 | *Identifying How Widening Access Students Build Their Sense of Belonging*
John Deane, University of Wales Trinity St. David, United Kingdom
Stephanie Ng, University of Wales Trinity St. David, United Kingdom

The aim of the project is to evaluate the effectiveness of the 4 pillars of AdvanceHE building Belonging Framework - connection, inclusion, support, autonomy through engagement with mature widening access students. Phase 1 of the research used in this research included a questionnaire to students who have enrolled on level 4 CERTHE, BA Business Management, prior to welcome week, to gain their perception of how they will build their sense of belonging focus on the 4 pillars outlined above. Phase 2 of the research asks students to complete a reflective log to outline their thoughts on how they build their sense of belonging. Phase 3 of the research involves students in taking part in focus groups. The focus groups will take place 3 times during their academic year 24/25. The focus groups will be based on the 4 pillars of AdvanceHE building Belonging Framework – connection,inclusion, support, autonomy. The key themes coming out of the research to date are as follows: Connection – the university needs to create opportunities for students to mix in groups formally in classroom and informally outside of classroom. Inclusion – the university needs to provide globe curriculum examples, online and paper copy are expected to use from the course. Support– the university needs to organise social activities, academic activities, professional support formally and informally to support students and work with the Students Union on offering support. Autonomy – the university needs to provide audio and written feedback, peer support, anonymous assignment, online and face-to-face feedback.

13:20-13:45
80602 | *'It Could Happen Here': How does the Impact of Intra-familial Child Sexual Abuse Present in Educational Contexts*
Sheona Goodyear, University of Birmingham, United Kingdom

The phrase intra-familial child sexual abuse describes the astonishing yet commonplace social phenomenon of children being sexually abused within their family environment. This research utilises qualitative methodology to best interpret the impact of intrafamilial child sexual abuse, by an adult, on children's demeanour (behaviour in its broadest sense) and judge whether this is observable at school. The overall intention is to promote timely identification of child victims to initiate early help and therefore reduce cumulative, life-long effects, as well as enable preventative action. The UK Department for Education states educators are ideally positioned to identify at risk children. One strand of research considered how prepared school staff felt to identify and raise concerns. From initial proposal, through design and execution, the inquiry was survivor led. Another strand of interpretation focusses on lived experience of survivors using a best practice model of participation. Adaptive, relational ethics were adopted to balance complex considerations throughout the research while facilitating inclusion of survivors' voices. Preliminary findings will be presented which abductively draw together evidence from literature, interpretive phenomenological analysis and autoethnography. Interpretation is woven through the research, analysing epiphanies that arise and connecting narratives from iterative cycles of data collection, interpretation and analysis. The research aims to deliver detailed, nuanced insight to aid education practitioners' efforts in child protection. Autoethnography also seeks to generate conversation: I hope this challenges the secrecy, stigma and shame which marginalises sexual abuse victims and survivors and encourages the audience to take home the message 'it could happen here'.

13:45-14:10
80047 | *Empowering Success: Strategies for Widening Participation Students Facing Personal Commitment Challenges*
Mark Gallagher-Read, University of Wales Trinity St David, United Kingdom
Besty Jose, University of Wales Trinity St David, United Kingdom
Stephanie Ng, University of Wales Trinity St David, United Kingdom
John Deane, University of Wales Trinity St David, United Kingdom

This research offers an exploration into the challenges faced by the widening participation of students with a specific emphasis on mature individuals. Widening participation in higher education has evolved beyond addressing socio-economic disparities to include individuals who, despite underachieving in school due to disadvantaged circumstances, can benefit from higher education (Vignoles and Murry, 2016; Bolton and Lewis, 2023). Existing research suggests that mature students often struggle with their innumerable challenges including time constraints, family responsibilities and financial pressures which can significantly impact their educational journey. This study employed a qualitative research design, to explore the multifaceted experience of mature widening participation students. Through thematic analysis of the interview data, we identified the strategies employed by the students to maintain a fine balance between their studies and personal commitments. The novelty of the study is that the analysis of data goes beyond a mere documentation of challenges, to the remarkable strategies employed by our students in overcoming the obstacles. Informed by the real-life narratives, this study also identifies practical strategies that universities can adopt to foster a more supportive environment for the mature widening participation students. This study not only contributes to the broader discourse of inclusive education, but also provides evidence-based strategies for the universities to support the complex needs of mature widening participation students. The empirical findings of this study are set to transform institutional policies and practises, creating an atmosphere that catalyses the success of mature widening participation students in higher education.

14:10-14:35
83033 | *Masking Neurodiversity in Higher Education: Costs, Accommodation, and Providing Equal Opportunities*
Adriana Sarnek, Jagiellonian Univeristy, Poland
Agata Augustyn, Jagiellonian University, Poland
Jakub Łaskawiec, Jagiellonian University, Poland
Krzysztof Gerc, Jagiellonian University, Poland
Aleksandra Krogulska, Jagiellonian University, Poland

Neurodivergent students remain underrepresented and underserved in graduate programmes (Syharat et al., 2023). This study aims to increase the understanding of a possible reason for such a phenomenon – masking. Masking neurodivergence in general significantly predicts experiencing symptoms of anxiety and depression and can be associated with burnout (Arnold et al., 2023; Hull et al., 2021). In academia, self-efficacy predicts students' performance, while receiving teacher support correlates with positive academic emotions. Thus, those aspects might be protective factors in the outcomes of neurodivergent students' camouflaging (Lei et al., 2018; Bartimote-Aufflick et al., 2016). Our study's aim is to explore how masking neurodivergent traits predicts: experienced negative emotions related to studying, low self-efficacy, and burnout in an academic context. These relations may be moderated by academic performance and receiving university support. Our participants are neurodivergent students from Jagiellonian University from various departments. We test the above-mentioned variables with four questionnaires, in an online qualitative/quantitative study, and we are going to present the results in our talk. Importantly, testing the impact of masking on emotions, self-efficacy and burnout, is essential to understand the process of neurodivergent individuals' accommodation to a university environment. Further, it can verify which actions can be performed by authorities to improve students' well-being and reduce the camouflaging of their identity. The protection of neurodivergent individuals' well-being is invaluable for the equalisation of their academic or research opportunities, and the application of their vast strengths.

14:50-16:30 | G12 (Ground Floor)
Saturday Onsite Parallel Session 4
International Education
Session Chair: Sherie Klee

14:50-15:15
81724 | *Celebrating Unity in Diversity: Exploring Cultures, Connections, Through Art with Nursery Students in Bangladesh*
Nayali Garcia, International School Dhaka, Bangladesh

This experience at International School Dhaka aimed to foster self-discovery and an understanding of cultural diversity among Nursery students during the "Who We Are" unit. Utilizing observations and analysis of student records, the study engaged participants in reflections on their uniqueness while appreciating global similarities and differences. Literature, including "Toy Stories" by Gabrielle Galimberti and "One World, One Day" by Barbara Kerley, and collaborative efforts with artists Shadhin Kamruzzaman, Salma Jamal Moushum, and the Gidree Bawlee Foundation of Arts, provided rich visual prompts and cultural insights. The qualitative data collection incorporated student responses, reflections, and hands-on activities, notably the creation of handmade puppets inspired by their global counterparts. Findings showcased an enhanced awareness of cultural diversity, challenging stereotypes, promoting family involvement, and instilling a sense of appreciation for handmade artifacts. Qualitative data analysis revealed nuanced insights into students' perceptions, interactions, and evolving perspectives. This project has implications for promoting global citizenship, fostering inclusivity, and encouraging creative expressions among young learners, enabling them to develop a broader understanding of the world around them.

15:15-15:40
80607 | *The Concept, Analytical Framework and Patterns of Sustainability of Transnational Higher Education: A Systematic Review*
Keyu Zhai, Lingnan University, Hong Kong
Yixin Zhao, Lingnan University, Hong Kong

Sustainability in transnational higher education is a key concern (Chaney, 2012), for transnational higher education is helpful regarding serving the increasing demands of students and expanded global education partnership. Academically, the changes of mechanism of transnational higher education indicate the significance of sustainability of transnational higher education in the global market. We conducted a systematic review for mapping the main features and notable trends of studies on sustainability of transnational higher education. The screening result includes 49 articles that are most relevant to our studied topic. Based on the systematic review results, we built the four-pillar framework (national, social, institutional and individual) and found emerging and important themes including social impact from transnational higher education programs, cooperation among transnational higher education institutions, and curriculum and teaching methods in transnational higher education institutions.

15:40-16:05
81418 | *Why EMI? Exploring Students' Motivation for Choosing an EMI Spanish Course*
Diana Hsienjen Chin, Wenzao Ursuline University of Languages, Taiwan

The present study investigates the factors that motivate Taiwanese students to choose a basic Spanish course taught through English Medium Instruction (EMI) while the same course is also offered in their native language, Chinese Mandarin. The research question is: What motivates Taiwanese students to choose a Spanish course taught through EMI? The participants were 21 Taiwanese college students from different disciplines. They all filled out an anonymous questionnaire on motivation for choosing the course. Nine of them also participated in a 10-minute individual interview on why they chose the EMI course. Students' motivation was analyzed based on the four capitals proposed by Richard and Pun (2022): (1) disciplinary (2) linguistic (3) cultural (4) economic. The results indicate that the four capitals are significantly correlated with students' motivation for choosing the EMI course. Cultural capital holds the strongest correlation with motivation, and it is also strongly correlated with the other three capitals. This suggests that the main factor that attract students to choose the EMI Spanish course is the opportunity to integrate with people from different cultures. In addition, the participants believe that they will learn more in the EMI course than in the same course taught in Chinese. Although the EMI Spanish course is not relevant to the students' majors, being in an EMI class improves their English proficiency, which is essential for their future career; therefore, the EMI Spanish course entails an indirect benefit to their future career.

16:05-16:30
81482 | *Virtual Exchange Experiences – The New Study Abroad*
Sherie Klee, Grand Valley State University, United States

Creating globally competent adults who are actively aware and contribute to the world as a whole, is embedded within the concept of higher education. Many universities and colleges offer a plethora of study abroad opportunities for students in all major areas. The year 2020 took its toll not only on how education is delivered, but also the opportunities for students to participate in study abroad experiences. To compensate for the lack of mobility created by the COVID-19 pandemic, some institutions are developing cultural exchanges and opportunities through a virtual lens. This type of collaboration can offer insight into the cultural nuances and global mindset that comes when immersing oneself in a culture other than your own. This paper uses the basic tenants of the COIL (Collaborative Online Intercultural Learning) Model to develop a virtual study abroad exchange between students in the U.S. and Armenia. Approximately 15 students seeking a Graduate Degree in English Language Teaching are paired with approximately the same number of undergraduate pre-service teaching candidates from a mid-western university in the U.S. A shared collaborative assignment is used to compare and contrast teaching pedagogy used in the respective countries, while also exploring cultural attitudes toward education. An ethnographic approach is used to collect data in the form of field notes, original documents, student and faculty interviews and student work. This paper shares the preliminary development, curricular decisions, and data collection methods of the project as a whole.

16:45-18:25 | G12 (Ground Floor)
Saturday Onsite Parallel Session 5
Educational Policy, Leadership, Management & Administration
Session Chair: Chux Gervase Iwu

16:45-17:10

80788 | *A Comparative Study on the Implementation of Merdeka Belajar (Freedom of Learning) Curriculum at Secondary Level: Flexibilities, Complexities, and Implications*

Renda Lestari, Universitas Muhammadiyah Muara Bungo, Indonesia
Mutia Rahmadani, Universitas Muhammadiyah Muara Bungo, Indonesia

Merdeka Belajar (Freedom of Learning) curriculum is the newest on-going curriculum applied in Indonesia which aims to improve the quality of education. This curriculum reformation has earned excessive attention and there has been adequate number of studies attempted to evaluate the early stage of implementation of Merdeka Belajar curriculum. Yet, there is still paucity on the holistic overview on flexibilities and complexities of Merdeka Belajar curriculum especially at secondary level. In relation to that, this present study intended to bridge the gap by providing the comparation of Merdeka Belajar curriculum implementation at junior and senior secondary schools in one of regions in Indonesia. Through qualitative research design and descriptive comparison approach, data from focus group discussion (FGD) with 16 transformational teachers (Guru Penggerak) in Tebo regency were analyzed. The results underlined major distinction on the execution of Merdeka Belajar curriculum at these two settings. One striking finding relating to the adjustment of pedagogical to andragogy paradigm which is reported to be very challenging for teachers at junior level compared to senior level since students' reliance on teachers is still notably high. However, there is more flexibility found at these two settings regarding to the simplification of the lesson plan which include three main components (objectives, activities, and assessment). Through this, teachers proclaimed that this new policy helps to reduce teachers' loads to do the administration task. This study also draws some implications on Merdeka Belajar implementation at secondary education to provide best practices for forthcomings.

17:10-17:35

79386 | *Towards Achieving Improved Level of Students' Contentment in Nigerian Public Universities: The Imperativeness of Effective Student Affairs Management Practices*

Akeem Adekunle, University of Lagos, Nigeria

This study investigated the level of students' contentment with the student affairs services provided in public universities in Lagos State, Nigeria. One research question and two hypotheses guided the study. A descriptive survey research design was adopted for the study. The population of the study comprised all full-time undergraduate students in all the four public universities in Lagos State, Nigeria. The sample size comprised 1285 undergraduate students, selected from two public universities in the State using a multi-stage sampling procedure. A self-designed, validated and reliable (r= .82) instrument titled "Student Affairs Management Practices and Students' Contentment Questionnaire" (SAMPSCQ) was used for data collection. Data collected were analyzed using frequency counts and percentages to answer the research question, while t-test statistic was used to test the hypotheses at.05 level of significance. The findings showed a low level of contentment among students with the indicators of the Student Affairs Management Practices. The study further showed that there was no gender difference in students' level of contentment with the student affairs service provision and that students' level of contentment did not differ based on institutional ownership. The study therefore, recommended inter alia that institutional administrators should put in place measures that promote stimulating and welcoming environment that constantly meet the needs of the students in addition to carrying out frequent surveys to assess students' satisfaction with the service delivery system so as to be constantly kept abreast of the areas requiring improvement.

17:35-18:00

81988 | *Utilization of Information and Communication Technologies in the Administration of Public Universities in South-East Nigeria*

Udo Herbert, Michael Okpara University of Agriculture, Nigeria
Nnenna Kalu-Uche, Michael Okpara University of Agriculture, Nigeria

Advances in science and technology have inadvertently led to increasing interconnectedness among peoples of the world, a shift in the roles and purposes of education, as well as the redefinition of skills, capabilities and competencies required of individuals if they are to succeed in the rapidly changing workplace and society. Higher education institutions are saddled with the daunting responsibility of assuring the substantial increase in the number of youth and adults who have relevant information and communication technology (ICT), as well as digital literacy skills, whilst preparing them for jobs, careers, and professions in the rapidly evolving 21st century. This study investigated the extent to which ICTs are adopted in general, personnel and financial administration of university education in South-East Nigeria. Seventy top and middle-cadre university administrators were drawn in clusters from a population of 227 top and middle-cadre administrators in ten public universities in South-East, Nigeria. The instrument for data collection was a 21-item researcher-developed instrument titled: Utilization of ICTs in Public University Administration in South-East Nigeria. Three research questions were used for the study. Results indicated that ICTs were utilized in managing students' admission and graduation processes as well as in some aspects of general administration. However, the study revealed that ICTs were not utilized in personnel administration in public universities in South-East, Nigeria. Based on the findings of the study, it was recommended that public universities procure, adopt and utilize relevant ICT gadgets and web-enabled software, for effective administration of universities in South-East, Nigeria.

18:00-18:25

79410 | *Linking Africa's Prosperity to Quality Education and Productive Entrepreneurship*

Chux Gervase Iwu, University of the Western Cape, South Africa

An effective educational system is essential for upholding socially conscious political and economic structures as well as for fostering personal development. This implies that the bulk of the other Sustainable Development Goals (SDGs) may still be achieved primarily through an educated citizenry. Governments are expected to invest heavily in the education of today's youth because they recognize that they will become tomorrow's leaders. Finding out that the few interventions they implement seldom yield the anticipated results is disheartening. Therefore, it is reasonable to believe that there are issues with Africa's educational system. Numerous studies support this by blaming high rates of youth unemployment and graduate unemployment. A stronger focus on the quality of education is needed for Africa's socioeconomic development. Above all, the author believes that entrepreneurship education encourages entrepreneurial spirit, which is good for both social-cultural harmony and economic growth. Entrepreneurship has been fingered as a potential solution to the triple threat of poverty, inequality, and unemployment, as opposed to holding out hope for permanent formal employment. This study uses a mixed method to look into (1) the value of entrepreneurship education within higher education and (2) traits that can affect students' intentions to start their own business. The aim of this research is to pinpoint profitable business prospects for young people and offer suggestions on curriculum suitability, lecturer proficiency, and teaching methods.

Notes

Saturday Onsite Parallel Session 1

Resilience

Session Chair: Stella Bettencourt da Camara

09:30-09:55

83112 | *Consenting Older Residents to Use Physical Restraints in Residential Care Homes: Family Members' Perspectives on Degree of Understanding and Acceptance*

Lisa Pau Le Low, Saint Francis University, Hong Kong
Alice Nga Lai Kwong, Saint Francis University, Hong Kong
Doris Mei Yuk Yu, Caritas-Hong Kong, Hong Kong
Sara Wai Sha Poon, Saint Francis University, Hong Kong
Sin Man Heung , Saint Francis University, Hong Kong
Candy Yuen Yee Tsoi, Saint Francis University, Hong Kong

Background: Physical restraint continues to be common practice in residential care facilities. Although family members are involved in making decisions about physical restraints, their voices have not extensively been studied.
Aim: To examine family members' views, level of understanding and acceptance towards the use of physical restraints on their older relatives in residential care homes. Methodology: A descriptive qualitative study was conducted using one-on-one interviews with family members of their older parents in two homes in Hong Kong. Purposive sampling was used to recruit 13 family members of older residents who used at least one physical restraint. Findings: Family members could vividly recall the consent procedure to grant permission to apply physical restraint on their older relatives. The process revealed their lack or minimal understanding of what physical restraint was and its intended use, how restraints could be applied, limited choice of restraints, and restraint alternatives. Although family members were given time to ponder about the need for restraint, they tended to accept staffs' explanation to keep older residents safe. The degree of acceptance to continue using restraint depended on which body parts were restrained, how restraints were used throughout the 24-hour day, signs of injuries, and when to off-restraint when the family visited. Being updated on the resident's physical condition and protocol to step-up restraints should be disclosed. Conclusion: Family members who make decisions to restrain their older relatives should receive more education and support. Their voices should be involved in all protocols relating to restraint-use in the homes.

09:55-10:20

82776 | *Cumulative Trauma in Later Life: The Lived Experience of the Covid-19 Pandemic Against the Backdrop of Ongoing Terror Threats*

Gabriela Spector-Mersel, Sapir College, Israel
Orit Nuttman-Shwartz, Sapir College, Israel

Research on the cumulative effects of traumatic events in old age has yielded inconclusive findings; some studies stress resilience, while others highlight vulnerability. To enhance the understanding of what it means to be exposed to cumulative trauma in later life, this phenomenological study explored the lived experiences of older Israelis living in a continuous traumatic situation due to constant terror threats during the COVID-19 pandemic. Seventeen in-depth semi-structured interviews were conducted with older Israeli Jews living near Israel's border with Gaza and analyzed according to Braun and Clarke's (2012) thematic analysis. The participants described similarities and differences between the two traumatic situations and were divided by their relative difficulty. Participants were divided into three groups regarding the perceived connection between living under ongoing security threats and dealing with COVID-19. Some felt that having coped for so many years with terror threats helped them cope with COVID-19. Others thought the continuous dealing with the security situation made it difficult to cope with COVID-19. Finally, a few participants believed that the two adversities were unrelated. Based on the various ways in which our participants described the characteristics, relative difficulty, and cumulative effects of the two traumas, we suggest conceptualizing cumulative trauma as a three-way trajectory model: negative cumulative, which increases stress; positive cumulative, which enhances resilience; and unrelated, in terms of cumulative trauma-related effects. The study calls for implementing suitable policies and practices considering these various pathways between resilience and vulnerability.

10:20-10:45

79167 | *COVID-19 Infection, Resilience and Depressive Symptoms in Later Life: The Protective Role of Family*

Xue Bai, The Hong Kong Polytechnic University, Hong Kong
Xinxin Cai, The Hong Kong Polytechnic University, Hong Kong
Jiajia Zhou, The Hong Kong Polytechnic University, Hong Kong
Wei Yang, King's College London, United Kingdom

Older adults are at an elevated risk of experiencing long COVID, with post-COVID-19 depressive symptoms being prevalent. However, the protective factors against this remain understudied. This study examined (a) the role of resilience in the association between COVID-19 infection and depressive symptoms in aging adults; (b) the moderating role of family functioning the relationships between COVID-19 and resilience and between resilience and depressive symptoms; and (c) potential gender differences in the moderation. Data were drawn from the first wave of the Panel Study on Active Ageing and Society, a representative survey of 5,007 Hong Kong adults aged 50 or above. Mediation and moderated mediation analyses were conducted. Approximately 35% of aging adults had tested positive for COVID-19. Resilience significantly mediated the association between COVID-19 infection and post-COVID-19 depressive symptoms (p < 0.001). Family functioning was a significant moderator: the COVID-19-resilience association was stronger, and the resilience-depressive symptoms association was weaker among participants with higher family functioning. The moderating role of family functioning was more salient in women than in men. Resilience can protect aging adults from post-COVID-19 depressive symptoms. Interventions for enhancing family functioning may promote the formation of resilience, especially among older women.

10:45-11:10

82549 | *Loneliness in the Urban Areas from the Point of View of Older People*

Stella Bettencourt da Camara, University of Lisbon, Portugal

Loneliness among older people, especially in urban areas, has increased with increasing longevity. This Communication presents the results of a workshop on loneliness from the perspective of older people. 72 people aged 60 and over living in the city of Almada (Portugal) took part in the workshop. The participants were mainly female (84.7%). The vast majority of participants said they didn't feel lonely, but they tended to associate it with something negative, such as sadness, melancholy, unhappiness, pain, emptiness, living alone. When they feel lonely, they try to occupy themselves with recreational activities (such as reading, listening to music, but also praying and crying). As a solution to loneliness, they suggest: promoting the participation of older people, intergenerational socialising and growing old at home with holistic care.

11:25-12:40 | G13 (Ground Floor)
Saturday Onsite Parallel Session 2
Digital Skills & Older Adults
Session Chair: Eunice Golloh

11:25-11:50
82950 | *Impact of Electronic Device Use on Elderly Well-Being in China: 2020 CHARLS Data Analysis*
Sun Shuhan, Sun Yat-Sen University, China
RuWei Hu, Sun Yat-sen University, China

The trend towards digitalization has increased the accessibility of electronic devices for the elderly. This study utilizes the 2020 CHARLS database to conduct a descriptive and comparative analysis of electronic device usage among 19,349 elderly individuals in China, distinguishing between users (11,480) and non-users (7,869) of these devices. Descriptive results indicate that 75.1% of electronic device users rarely feel lonely, compared to 67.6% of non-users. Additionally, 53.4% of users generally feel happy in their daily lives, versus 40.4% of non-users. Furthermore, 47.7% of users are hopeful about the future, as opposed to 30.4% of non-users. Only 10.5% of users frequently feel annoyed by trivial matters, compared to 15.6% of non-users. Comparative analysis reveals that the use of electronic devices significantly influences various psychological and emotional states among the elderly, including irritation over trivial matters, concentration, mood depression, hopefulness, sleep quality, fear, happiness, and loneliness. The findings suggest that engaging with electronic devices for activities such as reading news, chatting, and watching videos can reduce negative emotions and contribute to a more positive emotional state among the elderly.

11:50-12:15
80718 | *Criterion Validity of Open-source, Smartphone Cognitive and Sensory Assessments Across an Australian Life Course Sample*
Shally Zhou, University of New South Wales; Neuroscience Research Australia, Australia
Brooke Brady, University of New South Wales; Neuroscience Research Australia, Australia
Kaarin J Anstey, University of New South Wales; Neuroscience Research Australia, Australia

Many cognitive and sensory tasks have been adapted for smartphone testing. This study aimed to assess the criterion validity of five self-administered, open-source app-based cognitive and sensory tasks by comparing performance to researcher-administered alternatives. 43 participants (aged 21 to 82) from the Labs without Walls study (Brady et al., 2023) completed an in-person baseline to compare self-administered, app-based tasks with researcher-administered equivalents. Four preset tasks sourced from Apple's Research Kit (Spatial Memory, Trail Making Test, Stroop Test, and dbHL Tone Audiometry) and a custom-built Ishihara Color Deficiency Test were compared. All tasks except Spatial Memory demonstrated high comparability to the researcher-administered versions. Specifically, the Trail Making Tests were strongly correlated (r = .77 and .78 for parts A and B respectively), Stroop correlations ranged from .77 to .89 and the Ishihara tasks were moderately correlated (r = .69). ICCs for the Audiometry task ranged from .56 to .96 (Moderate to Excellent). Bland-Altman plots revealed a mean bias between -5.35 to 9.67 dB for each ear and frequency with an overall bias of 3.02 and 1.98 for the left and right ears respectively, within the minimum testing interval. Furthermore, older adults had slower reaction times and lower scores than younger adults across all app-based tasks. These results offer preliminary evidence of the criterion validity of four open-source cognitive and sensory tasks, an important first step towards improving research accessibility for under-represented populations including rural communities and those with health or mobility difficulties preventing travel to the lab.

12:15-12:40
82918 | *Analyzing Post-Covid-19 Cybersecurity Threats and Vulnerabilities Facing the Elderly Being Digital: Exploring Countermeasures to Enhance Awareness to Mitigate These Threats*
Eunice Golloh, Marymount University, United States
Jacob Vargis, Marymount University, United States
Diane Murphy, Marymount University, United States

This study investigates the heightened cybersecurity risks and vulnerabilities confronting older adults in the post-COVID-19 era, focusing on enhancing their cybersecurity awareness to mitigate these risks. The global pandemic has expedited the transition to digital platforms, disproportionately exposing older adults to cybersecurity threats due to their increased reliance on online services. This demographic's vulnerability is exacerbated by a lack of awareness and understanding of the continuously evolving cyber threat landscape. Our research employs a mixed-methods approach, integrating qualitative insights from interviews with older adults to capture their experiences and a quantitative analysis of the attack tactics targeting this group's specific vulnerabilities. The study aims to evaluate their level of cybersecurity awareness, pinpointing obstacles to effective cybersecurity education and training for older adults. Initial findings indicate a significant knowledge gap in cybersecurity within this user community. Contributing factors to this gap include the complexity of technology, cognitive decline associated with aging, social isolation, restricted access to education, reliance on caregivers, health issues, and a generally lower level of digital literacy. The research concludes by offering strategic recommendations to create a more secure digital environment for older adults, addressing the identified challenges. The implications of this study are intended to inform policymakers, cybersecurity experts, and educators, guiding the development of targeted interventions and educational materials to improve cybersecurity understanding among older adults. This endeavor aims to foster a more inclusive and secure digital landscape, mitigating the cybersecurity risks exacerbated by the COVID-19 pandemic.

Saturday Onsite Parallel Session 3

Lifespan Health Promotion

Session Chair: Yen-Chin Chen

12:55-13:20

81097 | *Childhood Adversity Is Associated with Poorer Mental Health but not Cognitive Decline in Older Adults*

James Lian, University of New South Wales, Australia
Kim Kiely, University of Wollongong, Australia
Bridget Callaghan, University of California, United States
Kaarin Anstey, University of New South Wales, Australia

The aim of this study was to examine the association between childhood adversity and mental health and cognition in older adults. The sample included 2551 older Australian adults (aged 60-66). Childhood adversity was measured using a 17-item scale of domestic adversities (e.g., poverty, neglect, physical abuse) and modelled using cumulative risk analysis. Mental health was measured using four validated depression and anxiety questionnaires and cognitive impairment was determined by a clinically validated algorithmic diagnostic criteria. The association between childhood adversity and late-life mental health was estimated using generalised additive models, and the association with cognition utilised multiple logistic regressions. Models were adjusted for gender, race, and education. Generalised additive models indicated that a greater number of cumulative adversities were associated with poorer scores on all four mental health measures, with R^2 values ranging from 0.02 to 0.05 ($p < 0.01$). No notable interactions between ACEs and gender were observed. In contrast, there was no association between childhood adversity and cognitive impairment in any of the tested logistic regression models. No gender differences were observed and no interactions with education or genotype were found. Our study provides additional evidence for the enduring effects of domestic childhood adversity on anxiety and depression in older adulthood. The absence of associations between early adversity and cognitive impairment indicates that other factors might play a more prominent role in determining late-life cognitive outcomes. Future research should explore potential protective factors that may moderate the relationship between childhood adversity and late-life outcomes.

13:20-13:45

82987 | *Sexual Dimorphism in Muscle Ageing*

Thomas Fieldsend, King's College London, United Kingdom
Nick Dand, King's College London, United Kingdom
Callum O'Neill, University of Oxford, United Kingdom
Helen Ogden, University of Southampton, United Kingdom
Simon Hughes, King's College London, United Kingdom

Primary sarcopenia is a geriatric syndrome characterised by age-related decline in muscle strength, mass, and quality. Our analysis of >430,000 UK Biobank participants between 40 and 82 years of age revealed a clear sexual dimorphism in arm muscle ageing. While age-related strength decline was broadly comparable between sexes, muscle mass loss was considerably more pronounced in males. As a result, age-related muscle quality decline was found to be substantially greater in females. These general trends held cross-sectionally and longitudinally, and persisted after accounting for systematic size differences between sexes. These findings have important implications for the diagnosis and management of primary sarcopenia, a syndrome associated with reduced quality of life and significant social burden.

13:45-14:10

82550 | *Impact of a Low-cost Multi-Component Strategy on Health of Elderly Diabetics in An Indian Urban Slum*

V K Sashindran, NITTE (Deemed to be University), India
Vivek Aggarwal, Armed Forced Medical College, India
Puja Dudeja, Col Med (Professional Services) Office of Director General Medical Services, India

The primary objective of this study was to study the impact of a low-cost multi-component strategy on HbA1c levels in elderly diabetics. The secondary objectives were to assess its impact on obesity and blood pressure. Method: A case - control study where subjects were elderly diabetics (>60) living in an urban slum (n= 65). Subjects in the control group (n = 31) were asked to continue their medications and follow lifestyle advice. Those in the intervention group (n = 34), were administered 6 weekly individual counselling sessions on diabetic treatment, diet and lifestyle modifications and were provided with pedometers to keep track of their daily step counts. Short message service (SMS) was used to post diabetes-related messages. Study period was 12 weeks. Weight, waist and hip circumferences (WC, HC), systolic and diastolic blood pressure (SBP and DBP) and HbA1c were measured for all subjects at the start and end of the study. After 12 weeks of intervention, there was a significant reduction in SBP ($p = 0.030$), WC ($p = 0.016$), HC ($p = 0.030$) and improved drug compliance ($p = 0.00$) in the intervention group as compared to the control group. There was no significant change in DBP or HbA1c. The pedometer count did not show a significant correlation with reduction in HbA1c. The multicomponent strategy significantly reduced SBP, WC and HC and improved treatment compliance in elderly diabetics in an urban slum.

14:10-14:35

82841 | *Sleep Health and Intrinsic Capacity in Older Adults: Assessing Relationships and Corresponding Value*

Yen-Chin Chen, National Sun Yat-sen University, Taiwan
Yen-Hsu Chen, National Sun Yang-sen University, Taiwan

Sleep is crucial for the physical, mental, and functional health of the older population. This cross-sectional study aimed to investigate the relationship between intrinsic capacity (IC) and sleep health and identify a cutoff score for sleep health to correspond to better IC in community-dwelling older adults. Participants were recruited from the community and outpatient clinics of a university hospital. Sleep health was assessed using the RU-SATED. IC was measured by the concept of integrated care for older people. Multiple linear regression determined relationship between IC and sleep health and use ROC curve to identify a cutoff score that correlated to better IC. 1,112 older adults (51.8% female sex) with mean age 72.4 years participated. Older people with an average sleep score of 9.85 points exhibited the worst in daytime sleepiness, sleep efficacy and sleep satisfaction. Male sex ($\beta= 0.542$, $p= 0.002$) and having fewer comorbidities ($\beta= -0.160$, $p= 0.002$), fewer pain complaints ($\beta= -0.504$, $p< 0.001$), and good IC ($\beta= 0.899$, $p< 0.001$) were significantly associated with better sleep health. Furthermore, better vision, hearing, and psychology capacities were positively correlated with better sleep health. A multidimensional sleep health score of ≥9.0 points was found to be a good cutoff value to correlate better IC. This study highlights the importance of addressing sleep health in older adults with impaired IC. Appropriate interventions to improve IC may promote better sleep health, especially in individuals with multidimensional sleep health scores less than 9.0 points.

14:50-16:30 | G13 (Ground Floor)
Saturday Onsite Parallel Session 4
Supercentenarians & Ageism
Session Chair: Rose Joudi

14:50-15:15
82060 | *Ageism and Its Impact on Health: An Analysis of the Cultural Context in Cameroon, Canada, and France*
Pauline Gouttefarde, Université Jean Monnet, France
Jessica Guyot, University Jean Monnet, France
Nathalie Barth, University Jean Monnet, France
Bienvenu Bongue, University Jean Monnet, France
Stéphane Adam, University of Liège, Belgium

The aging of the population is generating new societal issues, including intergenerational conflict and ageism. Culture seems to have an impact on intergenerational relations and representations [1]. The aim of our study is to analyze the impact of the cultural context on intergenerational relations and experiences of ageism and impacts on the health. The mixed methodology is based on 10 intergenerational focus groups (adolescents, middle generation, elderly: N=68 people) conducted in Cameroon, Canada and France. The representations of ageing and youth by the different age groups were apprehended via thematic content analysis [2]. Group dynamics were examined through quantitative and qualitative prism: thematic analysis, speaking time of each participant, number of words, speech interruptions, etc. The ethnographic approach and the interviews enabled us to grasp the cultural issues and representations of ageing in the three countries. Data analysis is still in progress, but a few observations can already be made about intergenerational power relations and forms of ageism in different cultures. In Cameroon, for example, the other generations give priority to the elders, but societal changes in the country are weakening the position of power held by the elderly. New forms of ageism are emerging. In France, the middle generation seems to have more power (in terms of group dynamics). Discourses on ageing tend to be agist, referring to dependency. In Canada, group dynamics seem to be much more homogeneous.

15:15-15:40
80947 | *Supercentenarians: The Conquerors of Ageing*
Jimmy Lindberg, Jönköping, Sweden

A supercentenarian is a person who has lived past their 110th birthday. This is an exceptionally rare feat, with only an estimated 500-700 supercentenarians living globally. With an ageing population the number of supercentenarians is likely to increase. This population warrants further investigation since they, along with centenarians, are noted as the conquerors of longevity. However, no studies have investigated a larger dataset of such individuals. Age validation of identified supercentenarian age claims from various forms of media and registers using proposed criteria for age validation occured. Descriptive data analysis and statistics was performed concerning survival, sex distribution, ethnicity and season of birth and death. A total of over 3,000 deceased supercentenarians were identified and validated. The preliminary results of this investigation reveals that there exists a mortality plateau for supercentenarians, plateauing at an approximate 50 percent annual mortality. It can therefore be noted that the average supercentenarian only lives for about 1.5 years past their 110th birthday. Furthermore, the findings support the female advantage in longevity, with 90 percent of all supercentenarians being female. Also, it appears that seasonality influences both patterns of birth and death, with a majority of supercentenarians having been born or died in the months October-March. This study is the first to include a large dataset of age validated supercentenarians, meaning that the accuracy of longevity and mortality patterns is improved compared to previous research. The findings indicate that while the number of supercentenarians is increasing, the average supercentenarian lifespan does not.

15:40-16:05
82838 | *Establishing a Framework for a Global Supercentenarian Cohort Study: A Systematic Review*
Sungsoo Chun, American University in Cairo, Egypt
Wafa Ahmed Mataria, American University in Cairo, Egypt
Omnia Mahmoud Abdelraheem, American University in Cairo, Egypt

Studying individuals over 105 (semi-supercentenarians) offers insights into factors that could enhance the general population's health. This systematic review adheres to PRISMA guidelines and utilizes the Population Exposure Outcome (PEO) framework. It targets people aged 105+ (semi-supercentenarians) with exposures including genetics and socio-ecological factors and aims to explore outcomes in those aged 110+ (supercentenarians). The research included a comprehensive search across seven databases but only incorporated published data, excluding unpublished findings. Of the 844 studies screened, 188 were deemed relevant. The data from these studies were qualitatively synthesized to identify multidimensional themes impacting supercentenarian health such as age validation, social supports, health, mental and cognitive abilities, lifestyle behaviors, and genetic factors. The review highlighted a lack of geographical diversity and inconsistent methodologies across studies, suggesting the need for standardized research methods. To address these issues, the establishment of a unified research protocol is proposed. This protocol would facilitate consistent data collection across various studies by standardizing methods and terms, thus allowing for more substantial, pooled data analyses. This approach is intended to be supranational, capturing diverse welfare policies' impacts, multidisciplinary, blending biomedical with socio-economic research, and longitudinal, tracking individuals over time to understand aging in context. Creating a protocol requires a global consensus among researchers, emphasizing integrating rigorous protocol design with thorough substantive research to enhance understanding of supercentenarian health, well-being, and the factors contributing to longevity. This would potentially transform how research in this niche field is conducted, providing clearer, more actionable insights into extending healthy lifespans.

16:05-16:30
79421 | *Embracing Diversity: A Strength-Based Approach to Addressing Elder Abuse in Ethnically Diverse Communities*
Rose Joudi, Mount Royal University, Canada

In the realm of elder abuse prevention, there is a growing acknowledgment of the imperative to address the unique challenges faced by ethnically diverse older populations. Despite increased awareness, existing resources often adopt a deficit-oriented approach, focusing on what is wrong rather than leveraging the strengths within these communities. Our proposal advocates for a paradigm shift towards a strength-based, respectful perspective that honours the needs of ethnically diverse older individuals. Numerous barriers hinder effective engagement with elder mistreatment within diverse communities, ranging from differing definitions and experiences to cultural and linguistic obstacles in accessing support. This project endeavours to bridge these gaps and cater to the specific needs of ethnic minorities and immigrant older adults through the following objectives: 1. Develop: Create culturally appropriate elder abuse resources tailored to the diverse backgrounds of older adults. 2. Adapt: Modify existing materials and training programs to align with the cultural nuances of ethnically diverse populations. 3. Promote: Disseminate these culturally sensitive resources and training initiatives across the province to empower professionals and community members in preventing and responding to elder abuse. Our methodology involves the development of new or revised knowledge and resource materials, addressing nuances through collaboration with organizations experienced in working directly with seniors from ethnic minorities and immigrant backgrounds. By embracing diversity and promoting a strength-based perspective, this project aims to reshape the narrative around elder abuse prevention, fostering a more inclusive and effective approach that respects the unique attributes of ethnically diverse older individuals.

16:45-18:25 | G13 (Ground Floor)
Saturday Onsite Parallel Session 5
Lifespan Health Promotion and Resilience
Session Chair: Farah Wiita

16:45-17:10
81515 | *Locomotor-cognitive Dual-tasking is Reduced in Older Adults Relative to Younger: A Systematic Review with Meta-analysis*
Jona Mustafovska, Australian Catholic University, Australia
Peter Wilson, Australian Catholic University, Australia
Thomas McGuckian, Australian Catholic University, Australia
Michael Cole, Australian Catholic University, Australia

The capacity to dual-task is critically important over the lifespan, enabling an individual to respond to demands in their environment, both safely and efficiently. While our knowledge of age-related differences in dual-tasking has advanced steadily over time, this work is largely based on dual-task paradigms that lack real-world representativeness. This systematic review and meta-analysis aimed to synthesize research investigating differences in locomotor-cognitive proportional dual-task costs (pDTC) between younger and older adults. Specifically, we were interested to know whether these effects would be more pronounced under conditions that are more representative of the real-world. A literature search was conducted to find relevant peer-reviewed papers published since 2011. Thirty-nine studies that compared pDTC between older and younger adults on a locomotor-cognitive dual-task were included. Study quality was assessed using the Appraisal tool for Cross-Sectional Studies. pDTC were calculated for a total of 504 motor and 53 cognitive outcomes. Weighted means showed that older adults experienced larger pDTCs than younger adults for motor (mean difference = -6.97%) and cognitive (mean difference = -8.15%) outcomes. Velocity variability measures produced the largest group difference on motor pDTC (mean difference = -32.83%), as did cognitive tasks that were most representative of day-to-day activities (mean difference = -16.89%)In comparison to younger adults, older adults demonstrated greater pDTCs on motor outcomes, especially when the cognitive tasks were more representative of day-to-day activities. It is recommended that future research use paradigms that are sensitive to dual-task interference and more representative of real-world behaviour.

17:10-17:35
80288 | *Loneliness and Public Transportation Cards for the Elderly*
Murat Mercan, Yildiz Technical University, Turkey
Oykum Yigit, Yildiz Technical University, Turkey
Hulya Yurekli, Yildiz Technical University, Turkey
Ilker Aslan, Istanbul Metropolitan Municipality, Turkey

Active aging is critical to combating social isolation and loneliness. In addition, scientific studies find that even small increases in activity reduce the risk of disease in the elderly. One method that can be used to achieve these goals is discounted and free transportation cards for seniors; however, the number of studies measuring the effect of these cards on isolation and loneliness is very limited. This article fills that gap. The paper consists of two parts. The first part is based on big data analysis. The daily transportation data provided by Istanbul Metropolitan Municipality will investigate how discounted (60-65 years old) and free (65 and over) transportation cards affect the public transportation frequency of individuals aged 50 and over between 2019-2022. The analysis using this big data has a tremendous original value. In addition, a representative survey conducted for those aged 50 and over in Istanbul. Thanks to this survey, the relationship between discounted and free transportation cards and social isolation and loneliness will be measured. To conduct the analyses, we will employ regression discontinuity, exploratory and confirmatory factor analyses, and logistic regression methods. The Regression Discontinuity analyses show that free transportation cards increase both daily and yearly public transportation; however, we could not find similar effect for discounted cards. The findings from our logistic regression analysis methods also show that there is an inverse relationship between loneliness and public transportation usage among elderly. Our results suggest that free public transportation cards might be effective way to fight with loneliness.

17:35-18:00
80612 | *Self-Compassion and Solitude Enable Positive Mood in Older Adults*
Farah Wiita, University of Reading, United Kingdom
Netta Weinstein, University of Reading, United Kingdom
Aileen Ho, University of Reading, United Kingdom

Qualities of solitude that give rise to peaceful affect are sometimes thought to be responsible for negative emotions: namely, being alone with one's own thoughts can be peaceful when constructive or unpleasant when thoughts are negative or judgmental. We tested the expectation that the self-kindness component of self-compassion relates to solitude moments characterised by peaceful affect and lower sadness, guilt, and isolation. We tested this in adults over 50 since solitude time can increase with age, and positive experience of this could protect against challenges of loneliness, age related health conditions, or caring for family members. Adults aged over 50 (N = 136) engaged in a three-day study involving planned self-nurturing or self-care activities during solitude. Data was collected for self-kindness and mood. A Control group completed surveys without planned solitude activities. A Self-Compassion Kindness group completed planned activities and surveys. Data from initial surveys were compared with state level data collected over three days. Significantly greater serenity and vitality with lower sadness, guilt, and isolation were present following daily reporting regardless of condition. Serenity and vitality were greater following engagement in solitude activities targeted towards self-kindness. The self-kindness component of self-compassion appears to be a key facilitator for positive solitude experience. Serenity and vitality were greater following solitude with self-kindness. Testing self-kindness with planned solitude over a longer period may be elicit greater benefits.

18:00-18:25
80252 | *Striving for Self-Reliance: Older Women's Preparation for Independent Living in Thailand*
Kullanit Nitiwarangkul, City University of London, United Kingdom

This paper delves into the nuanced meanings of 'self-reliance' and 'independence' perceived by 'early old age' (60-69 years old) women in Thailand. It provides timely insights into how the unique socio-cultural landscape of a Global South nation, experiencing a recent surge in its ageing population, influences women's perceptions of ageing. Factors such as the tension between traditional beliefs emphasising familial care and modern neoliberal values of independent living; coupled with limited public welfare resources, the impact of the COVID-19 pandemic, declining fertility rates, and political instability, shape the outlook of older women (Knodel et al., 2018; Jumnianpol et al., 2023). This paper aims to illustrate how these circumstances have driven older women to prepare for an independent and self-reliant lifestyle across various dimensions, including health, care arrangements, and financial security. Moreover, it examines the 'gendered' and 'cultured' interpretations of 'self-reliance,' pertaining to their roles in families and domestic settings, their reliance (or the avoidance thereof) on familial and professional care, and gendered socioeconomic inequalities, such as differential access to financial opportunities and disproportionate caregiving responsibilities between older men and women (Knodel and Chayovan, 2008; Fraser, 2016).By centring the experiences of the ageing population in the Global South and adopting a gendered and feminist epistemological stance, this paper contributes to furthering the knowledge in gerontological studies. It also sheds light on the complex diversities and nuances among elderly populations, offering a critical perspective on women's ageing in non-Western contexts.

Notes

09:30-11:10 | G20 (Ground Floor)
Saturday Onsite Parallel Session 1
Comparative Perspectives on Family & Relationships
Session Chair: Phanomkorn Yothasorn

09:30-09:55
81763 | *Privacy Paradox in Real Life: The Use of Location Sharing Apps Among Romantic Couples*
Chia-Shin Lin, Shih Hsin University, Taiwan

The proliferation of smartphones has pushed privacy issues to a significant level, especially regarding the easy access of geolocation information. Scholars have attempted to find a balance between location sharing and protecting privacy, however, such balance seems to be less relevant in the application of location-sharing apps among romantic couples. Social location-sharing apps, such as Google Maps, Zenly and so on, incorporate location-sharing with social media functions. Romantic couples utilize these apps to constantly monitor their counterparties' whereabouts. Online monitoring in romantic relationships is a relatively new topic for scholars and it not only serves the need of romantic couples, but also generates privacy issues. The current study aims to explore the role of location-sharing apps in romantic relationships and examines whether in privacy still matters. The couple and family technology framework as well as sociotechnological family framework were incorporated to develop a theoretical framework for the current study. The CFT framework focuses on the influence of technology on the structure and process of relationships whereas sociotechnological family framework explains how communication technology influences family life. Constructs such as acceptance of monitoring, perceived intrusion, scope, mate-guarding, and relationship satisfaction were employed to develop hypotheses. A survey was applied and the sample size was 434. The findings reveal that acceptance of monitoring negatively associates with perceived intrusion while scope positively associates with perceived intrusion. Scope positively associates with mate-guarding. Perceived intrusion negatively associates with relationship satisfaction whereas mate-guarding positively associates with relationship satisfaction. Theoretical applications were discussed.

09:55-10:20
80585 | *The Impact of Love Scripts and Gender Stereotypes on Relationship Satisfaction*
Mu Hsueh Tsai, National Taiwan University, Taiwan

Influenced by societal structures, the blueprint for intimate relationships among modern individuals is closely intertwined with the mainstream heterosexual love script. When interaction patterns adhere to traditional gender binaries, such as the stereotype of men being actively pursued and women passively accepting, these notions become deeply ingrained in romantic relationships. How do heterosexual relationship scripts and gender stereotypes contribute to or hinder intimacy? This study focuses on young adults aged 18-22 and employs both qualitative and quantitative methods to explore factors affecting relationship satisfaction. Initially, a survey will be conducted to gauge participants' exposure to "gender stereotypes and love scripts" and how these impact their satisfaction in romantic relationships. In addition to the survey, qualitative semi-structured in-depth interviews will be conducted to understand the developmental trajectory of intimate relationships and the contours of daily interactions, examining how love scripts and gender stereotypes manifest in partner dynamics. The findings suggest that satisfaction in interactions between men and women is not significantly influenced by gender stereotypes and love scripts. However, both men and women still subtly conform to perceived roles in relationships, even beneath seemingly rational and egalitarian communication. The underlying impressions persist that men should be strong and caring for women, while women should be gentle and nurturing, despite outward appearances of equality. Based on the research findings, recommendations are proposed to enhance satisfaction in modern intimate relationships, along with suggestions for further research.

10:20-10:45
82521 | *Overview of the Family Cohesion in Qatar*
Buthaina Al Khelaifi, Qatar University, Qatar
Maitha AL-Naimi, Qatar University, Qatar

This paper aims to understand the concept of family cohesion and attempts to measure 'family cohesion' in Qatar. A questionnaire was adapted from several validated scales, testing many aspects related to this greater theme of family cohesion, such as parental and marital relationships, shared morals, work-family balance, family interaction, care and support, family conflict mechanisms, and levels of satisfaction. With the use of a statistical program (STATA), a descriptive bivariate analysis was conducted. Moreover, an inferential analysis was obtained to analyze the data by fitting a logistic regression model to test the hypothesis. The findings show that improved family support, the presence of shared morals, and greater family satisfaction led to increased family cohesion, and these relationships were statistically significant. In contrast, greater parental relationships with children were associated with lower family cohesion, possibly due to increased parental control, which creates challenges within the family. This study provides great insights pertaining to factors affecting family cohesion. Further research is required to unravel the family dynamics specific to Qatar.

10:45-11:10
82917 | *Exploring the Significance and Complexity of Filial Gratitude in Thai Culture: A Conceptual Analysis*
Phanomkorn Yothasorn, Thammasat University, Thailand

Filial gratitude is a cornerstone of Thai culture, rooted in Buddhist teachings and regarded as a virtue signifying a good person. It plays a crucial role in community support and the social safety net, requiring children to show love, respect, and support for their parents. Despite its acknowledged importance, understanding of filial gratitude often relies on received wisdom, and its deeper dynamics are rarely examined. This study explores the complexities of filial gratitude in Thai culture, particularly in light of socio-economic changes that challenge traditional expectations and burden today's children. Understanding filial gratitude can clarify its role in maintaining intergenerational relationships and its broader ethical implications in contemporary Thai culture. This study contrasts Thai moral education, influenced by Theravada Buddhism, with Western ethical theories. While previous studies align filial gratitude with Buddhist teachings, this research applies Kantian ethics and utilitarianism to provide a secular perspective, highlighting its multifaceted nature. Kantian ethics views filial gratitude through the prism of duty and moral obligation, stressing the reverence for parents. Utilitarianism evaluates filial piety by its ability to enhance overall happiness and well-being within the family and society. These perspectives are juxtaposed with Buddhist-based understandings, which offer distinctive insights into duty and the consequences of moral actions. By juxtaposing Thai beliefs with Western philosophical perspectives, this study aims to deepen the understanding of filial gratitude as a cultural and moral phenomenon. It highlights its complexity and relevance in contemporary multicultural contexts, offering deeper insights into Thai society and contributing to global ethical discourse.

11:25-12:40 | G20 (Ground Floor)
Saturday Onsite Parallel Session 2
Women in Arts & Novels
Session Chair: Khaled Igbaria

11:25-11:50
82905 | *The Aesthetics Views Reflected by the Depicted Beauties in the Works of Martial Arts Novel Master Jin Yong (Louis Cha)*
Camilla Hf Lai, University of Hong Kong, Hong Kong

This year commemorates the centenary of Louis Cha's (Jin Yong) birth, whose martial arts novels have become modern literary masterpieces. The characters in his novels possess distinct personalities, with his depictions of beautiful girls being particularly captivating. Although many scholars primarily investigate Jin Yong's narrative stories, only a few explore the author himself, especially his aesthetic views on beautiful girls. Several key questions emerge: What makes the beautiful girls in his works so enchanting? Which male aesthetic perspectives do they embody? Are these perspectives consistent with traditional aesthetics? In this paper, the author delves into the reasons behind the allure of these beauties, who, as portrayed by Jin Yong, cater to the reader's visual, auditory, olfactory, tactile, and spiritual senses, rendering them multidimensional and multifaceted. Examples include the visual beauty of youth, the allure of snow-white skin, the radiance of bright eyes, the auditory charm of a melodious voice, the olfactory appeal of a subtle fragrance, the tactile allure of smooth skin, and the spiritual beauty of innocence. The paper also attempts to analyze how different beauties possess distinct charms, yet share many common traits, enabling readers to glimpse the author's aesthetic perspective while easily resonating with the satisfaction of their senses. Lastly, this paper strives to demonstrate that Jin Yong's enthralling portrayal of beautiful girls is, in fact, an inheritance of the writing style of ancient literary scholars and historians. As such, modern literature can be considered a new development of classical literature.

11:50-12:15
82540 | *Girls Run Faster with Their Skirts Up: Exploring Power, Sex and Class in Trilogies of Roddy Doyle and Dermot Bolger*
Kelly Hickey, Dublin City Council, Ireland

This paper juxtaposes the trilogies produced by Dermot Bolger and Roddy Doyle that straddle the end of the 20th and the beginning of the 21st centuries, and the complex critical matrix of working-class bodies in space and the resulting representation of the places these bodies exist in. Contrasting representations of themes such as gender, class, displacement, unemployment and immigration are common to each of these trilogies, they generate divergent, and even conflicting images of the contemporary working-class Northside experience. Using Michael Pierse's trinity of 'power, sex and class' (2010, p. 88) this paper explores the class interstices in Bolger and Doyle's trilogies. While taking care to avoid endorsing an allegorical binary of 'good' and 'bad' representations, this paper will seek to name and elucidate a range of narratives of oppression and narratives of empowerment which emphasize Irish culture's tendency to generate a social stratification of 'losers and winners' (O'Toole, 2003, p.3). While drawing on a critical matrix from cultural theorists such as J.K Galbraith, Pierre Bourdieu and Homi K. Bhabha, the paper will focus on the seminal work of Mary Douglas, Purity and Danger: An Analysis Of The Concepts Of Pollution And Taboo (2001), which explains how the representation of the body is metaphorical for the structures in which the body is bound philosophically, structurally and socially. The permission granted by an individual for their body to exist in space is an important construct of society. Fictional narratives can legitimise or delegitimise this permission through a pure/impure, worthy/unworthy lens.

12:15-12:40
81577 | *A Sequence of Traumatic Pain: Feminist Issues Within Laila Al-Othman's Samt Al-Farāshāt [Silence of the Butterflies]*
Khaled Igbaria, Kaye Academic College for Education, Israel

Laila Al-Othman is a well-known feminist writer in Kuwait and the entire Arab world. She was born in 1943 in Kuwait to a large and wealthy family. The author has written several short stories, as well as novels, such as The Woman and the Cat (1985) and Wasumayya Comes out of the Sea (1986), which was chosen as one of the best 100 Arab novels of the 21st century. Another prominent novel of hers is samt al-Farāshāt [Silence of the Butterflies] (2007), which was highly controversial in her native Kuwait upon publication. For this study, her engagement in feminism was achieved by exploring the different ways in which her novel, samt al-Farāshāt [Silence of the Butterflies], addresses several feminist issues, mainly forced marriage, rape and sexual abuse, gender-based physical sexual violence, and enforced silence. This paper focuses on demonstrating social obstacles and continuous trauma caused by a sequence of pain experienced by Arab females in their patriarchal society. This study argues that the novel reveals a sustained effort to raise the banner of feminism and a strong desire to liberate Arab women from patriarchal domination. Al-Othman successfully and uniquely represents women as gender-based traumatic victims of sexual and physical violence, forced silence, and general oppression in the patriarchal Arab society, as those needing help, support, protection, and liberation. They are not represented as independent or free. Methodologically, the study employs a qualitative literary analysis method in addition to trauma theory psychoanalysis, concentrating on feminist issues highlighted in the novel.

12:55-14:35 | G20 (Ground Floor)
Saturday Onsite Parallel Session 3
Gender & Sexuality in Literatures
Session Chair: Rita Dirks

12:55-13:20
79984 | *(Queer) Body Politics, Phenomenology, and Performativity in Select Queer Feminist Poetry: A Comparative Study*
Saher Bano, Indian Institute of Technology Roorkee, India

Through analysing select postmodern queer poetry of Carol Ann Duffy ('Mrs. Tiresias' and 'Queen Kong') and Suniti Namjoshi ('Snapshots of Caliban' and 'Sycorax'), this paper examines queer bodies as a deconstructive site, a 'polysemic' postmodern self, and a metaphor of 'liminal' resistance narratives in contention with the phallogocentric discourses. The select 'little narratives' contextualise the 'coming-out' of non-conforming other(ed) bodies which have normatively been relegated to the margins, problematizing essentialist understandings of the queer bodies and performances, primarily from Britain and India. The queer bodies delineated in select poems subvert the rules of (hetero)normative discourses and category constructs to project a 'play of differences' through their subversive narratives. Drawing on Sara Ahmad's 'Queer Phenomenology', which rethinks queer body and space, how queer subjectivities are involved in deconstructing and reinventing the traditional (hetero)patriarchal structures into new forms of 'queer(y)ing', this study explores queer embodiments within the context of postmodern queer feminist poetry, and involves an intersectional examination of gender, sexuality, and identity. The paper, further, refers to Judith Butler's conceptualisation of the materiality of the body as a socio-cultural construction marked by sexuality and gender; theory of gender performativity, which aims at non-essentialist (deconstructionist) understanding of the conventional body images, and how queer bodies and subjectivities are situated within the predominantly heteronormative culture of visual narcissism and cisgender body hysteria. Through these gendered and sexual (re)presentations, queer bodily acts and performances amplify a leap into the future possibilities of genderqueer, and makes a space for alternative 'coalitions' in the contemporary world.

13:20-13:45
78102 | *Confronting Expectations and Realities: Exploring Queer Experiences in Indo-Caribbean Literary and Theoretical Discourse*
Srishti Yadav, University of Delhi, India

Over the past years there has been remarkable growth in studies on sexuality. However, one of the most underrepresented areas of these analyses, remains the intersection between queerness and Indo-Caribbean women since the magnitude of focus is only on their experiences of indentureship. A queer (Indo-Caribbean) feminist reading and approach is fundamental in this moment because it is about the presence of a politic, instead of the continued disappearance of lives, desires, and identities. This paper undertakes a meticulous examination of the challenges confronting Indo-Caribbean immigrants, as eloquently depicted in V.S.Naipaul, Shani Mootoo's and other contemporary writers of Indo-Caribbean literary oeuvre. The research centers on distinctive characters within the narratives, showcasing their diverse experiences while highlighting the weight of familial and societal expectations. In the context of the Indo-Caribbean society, which perpetuates its traditions and culture, these expectations often coerce individuals into the performance of heterosexuality and adherence to established societal norms. This approach doesn't just fragment our movements and weaken our collective resistance, but also erases the voices and struggles of those marginalized across different spectrums, causing their invisibility. It's important to explore how the culture and nation's role affects the growth of Indo-Caribbean female subjectivity and feminism from a literary and theoretical standpoint in 21st century.

13:45-14:10
82094 | *Queer Rethinking of Fairytales and Impossibility of the 'Happily Ever After'*
Sarbani Banerjee, Indian Institute of Technology, India

The paper examines how the restoration of law and order and the celebration of a dominant discourse of physical beauty and prowess in a fairytale entail the death of the 'atypical.' It discusses why the death or defeat of the 'atypical' not only legitimizes violence on the 'Other', but enables a narrative of love and union through a grammar that is exclusionary, stereotypical, and egotistical and imbued in biopolitical codification of sexual identity. Feminist and queer rethinking of fairytales by Olga Broumas, Leslie Feinberg, and Jeanette Winterson debunks the normalizing motives that shape the ending of these stories with a "happily ever after." Social ideals are instilled in a child's mind through the deployment of normative temporality and heteronormal bonding, which have at their heart notions of stability and eternal happiness. Jack Halberstam's concept of queer temporality challenges the depiction of the fairytale heroine as a finger-puppet at the hands of a planned future and lacking human agency and choice. The figures of the monster, gnome, and other atypical beings are introduced to disrupt smooth narrativity and blow up the significance of the hero's journey towards a wishful idyll.
The paper re-reads the 'moral' aspects of the fairytale to explain how they establish standard codes of performance through a guarded, suspicious, and inimical treatment of the 'unfamiliar.' It leads to the argument that the fairy tale's narrative progression through eliminating the 'Other' validates modern global predicaments, such as classism and racism.

14:10-14:35
80112 | *Art for Life's Sake in Miriam Toews's Irma Voth*
Rita Dirks, St. Mary's University, Canada

Toews's 2011 novel Irma Voth is perhaps one of her lesser-known novels; she has won the Governor General's Award for Fiction in Canada for A Complicated Kindness (2004), and two of her novels have been made into films--Women Talking has recently won an Academy Award in the category of Best Screenplay (2023). Yet, it is with Irma Voth that Toews achieves the stature of an art-novel. It celebrates the birth of the female artist in cruel circumstances; the novel is a portrait of two young women who give up everything for art. More precisely, Irma and her sister Aggie are forced to give up everything, for the women are shunned or excommunicated from their small Mennonite community in Mexico; they must flee in order to live. In part, the patriarch of the family shuns his daughters for their participation in the making of an art-film. In this paper, I view Irma Voth through both as a genre of art-novel and a feminist theological lens; the leaving of the trauma and forced silencing of domestic violence leads to a life-giving celebration of individual expression in art. Art becomes the sisters' redemption.

Saturday Onsite Parallel Session 4

Women in Comparative Humanities

Session Chair: Chengzhi Xiang

14:50-15:15
80952 | *A Study of Homeless Women an Their Interface With State and Civil Society Organisations in New Delhi, India*
Divya Singh Chauhan, University College London, United Kingdom

Homeless women are single mothers, battered women, widows, abused women and women surviving the streets that cannot find, have not accepted or have been refused their place in the society. This qualitative research explores the experiences of homeless women in Delhi and their interface with state and civil society organizations. Through interviews and observations, the researcher has attempted to study the challenges faced by homeless women in accessing essential services such as shelter, healthcare, and clean water, and how state and civil society organizations respond to these challenges. The study also explores the ways in which homeless women develop coping strategies to navigate their difficult circumstances. Findings suggest that homeless women's realities and aspirations vary greatly. Some women seek freedom, some wish for financial independence and some want safety & social security. The findings also highlight that while the state is providing essential resources like food, water, and a roof, they frequently fall short of acknowledging & addressing the specific needs of homeless women, who are disproportionately impacted by social exclusion, poverty, and violence. The study concludes by highlighting the importance of taking a gender-sensitive approach to homelessness policy and providing more comprehensive support for homeless women.

15:15-15:40
80506 | *The Impact of Rural Women's Gender Role Perception on Household Food Security: A Study in Kakamega County, Kenya*
Franciscah Anyona Omukiti, University of Tsukuba, Japan

Against the backdrop of global efforts to achieve food security and gender equality, understanding how women perceive their roles within the food value chain is vital. This paper examines women's perceptions of gender roles along the food value chain and its impact on household food security. Focusing on women Chama members in Kakamega County, the study aims to shed light on complex dynamics influencing household food security. The study employed semi-structured interviews with 50 respondents selected through purposive and snowball sampling. The data were analyzed using thematic analysis method. The findings revealed that gender role perception influences women's participation in the food value chain. Most respondents perceived gender roles as contributing to women's dominance in low-capital activities with limited returns. Moreover, respondents perceived that gender role division would increase gendered gaps in productive resource ownership, access to finances and labour, and technology adoption, hindering women's participation in food security. To address these challenges, women turn to Chama to enhance their access to collateral-free loans for business ventures, land acquisition, technology investment, and health and nutrition knowledge acquisition. Notably, women in entrepreneurial Chama perceive more balanced gender roles across the food value chain than their welfare-focused counterparts. However, all respondents perceive consumption-level roles as predominantly female. The study indicates that women's empowerment through Chama influences their gender role perception along the food value chain leading to improved household food security. The study offers recommendations urging policymakers and organizations to formulate inclusive policies supporting women's roles in food security initiatives.

15:40-16:05
80955 | *The Role of Lower-Class Ottoman Women in the Public Life: A Critique of Women Alienation Thought*
Sofi Ghoniyah, Indonesia International Islamic University, Indonesia

The Ottoman Empire, known for its lengthy reign and rich history, was considered part of the Oriental or Islamic World. However, historians, who were influenced by secular perspectives, often provided subjective assessments of Ottoman history, leading many Orientalists to hold negative views towards the Ottomans. They commonly assume that women in the Ottoman era were confined to harems, restricted, and served solely to fulfill men's desires. The harem was seen as a symbol to illustrate the wild sexuality of oriental men who were objected to polygamy and divorce, which in turn highlighted the oppression and marginalization of Ottoman women. Contrary to this narrative, Ottoman women played a significant role in both Islamic and non-Islamic civilizations, contributing greatly to the empire's legacy. This article seeks to challenge the notion that Ottoman women were consistently marginalized by presenting evidence that underscores the involvement of lower-class Ottoman women in economic, social, and political spheres. The findings of this research indicate that lower-class women in the Ottoman era were actively engaged in economic aspects, working as shopkeepers, laborers, craftswomen, and merchants. In social spheres, women participated in various activities such as visiting saints' tombs and relatives. Contrary to Orientalist portrayals, women were not always under men's control as they had the ability to initiate divorce proceedings when a marriage became untenable. While women were not as prominently involved in politics as men, they still had the freedom to voice their complaints about public issues in search of resolutions.

16:05-16:30
82789 | *Women Workers Who Swear: Understanding Shop-Floor Gender Dynamics via Emotions*
Chengzhi Xiang, University of Bristol, United Kingdom

The study focuses on the profanity use among Chinese women factory workers from the perspective of emotions. Chinese factories often employ an authoritarian, patriarchal regime to manage workers. In the factory setting, the everyday language of emotions can be presented in the form of profanity. Although swearing has been considered a predominately masculine activity, women workers on the shop floor swore behind the managers' backs in response to the insults and scolding. They usually mixed up several curse words in one sentence to make their statement emotionally satisfactory in front of other workers. Through the lens of profanity use, the research seeks to understand how emotions are intertwined with power relations on the shop floor and how the interaction shapes women workers' experiences of gender. Methodologically, I conducted ethnographic fieldwork in a Chinese electronics factory for 6 months. To better serve the purpose of researching the individual and collective emotional worlds, I chose to participate extensively in women workers' work lives by working alongside my participants in the production line. The findings show that women workers actively resisted the unequal treatment and structure via swearing; at the same time, the collective shop-floor regime constantly taught individuals to perform emotions by swearing, during which process the patriarchal structure was reproduced. Women workers further found that they could only justify their anger and aggression in such expressions. As swearing was considered vulgar and masculine, it also aroused women workers' sense of shame based on their gender identity.

16:15-18:00 | G20 (Ground Floor)

Saturday Onsite Parallel Session 5

Humanities and Religions in Literature

Session Chair: Vaibhav Shah

16:45-17:10
82847 | *Studying the Anthropocene Through Non-Linear Spatio-Temporal Rupture(s) in N.K. Jemisin's Broken Earth (2015-17) Trilogy*
Monika Mishra, National Institute of Science Education and Research, India

When a linear model of cause-and-effect sequentiality is extended to spatio-temporal processes beyond the human scale, we learn that such linear thinking might beget a reductive understanding of the Anthropocene that would, in turn, prevent us from fully grasping the phenomenon that emerges from this human-non-human enmeshment. The slow and non-linear pace of an ecological crisis often find manifestation in the form of a spatial as well temporal rupture in the storyworld, formal strategies that provide templates for framing a distinctive spatio-temporal way of living in the Anthropocene. Building on Marco Caracciolo's argument regarding narratives as having the potential to promote such a non-linear thinking, this paper examines the extent to which negation as an affect-laden strategy to mark the spatio-temporal rupture has been employed by Jemisin in her postapocalyptic Broken Earth (2015-17) trilogy. It also entails adopting a "second-generation" cognitive approach to narrative, which highlights the reader's involvement in making sense of the narrative affectively as well as cognitively. In the texts, the preapocalyptic world of the land of Stillness emerges in unexpected ways and blends nonlinearly with the postapocalyptic world, thus complicating and slowing down the reader's spatial and temporal experience of disaster respectively. The paper also explores the possibility of the trilogy having been constructed upon the rhizomatic Deleuze and Guattari model that refers to the coexistence of temporal scales within a single spatial location. In doing so, the paper ultimately looks at how non-linear narrative techniques can have real-world implications for readers living in the Anthropocene.

17:10-17:35
82098 | *A Study on Metaphors of Natural Sciences in Japji Sahib*
Sheetal Singh Jagal, Panjab University, India
Jaspal Kaur Kaang, Panjab University, Chandigarh, India
Lakhwinder Singh, ICAR-Central Institute of Post-Harvest Engineering and Technology, Ludhiana, India

This paper presents a study of metaphors related to natural sciences that are used within the sacred text of Japji Sahib, the first section of Sri Guru Granth Sahib, the holy scripture of Sikhism. In Japji Sahib, the description of nature is employed to derive the spiritual message. Furthermore, the scientific concepts related to branches of natural sciences like cosmology, astrology, physics and ecology are woven into verses offering profound insights into the interconnectedness of the universe and the divine. For instance, in Japji Sahib, the analogy drawn between the convergence of streams and rivers into the vast expanse of the ocean serves as a metaphor, emphasizing the inherent limits of human comprehension when it comes to grasping the essence of the Divine. The present study is descriptive in nature and the primary focus is on the metaphors of natural sciences through an intensive analysis of selected passages from Japji Sahib through Sri Guru Granth Sahib and Guru Granth Darpan by Prof. Sahib Singh. The findings reflect a profound connection between the observable world and the metaphysical realms by bridging the ideologies of Sikh spirituality and natural sciences.

17:35-18:00
80621 | *Tradition as Knowledge: Philosophical Innovation of Tulsidas*
Vaibhav Shah, Pandit Deendayal Energy University, India

Tulsidas' contribution to Indian tradition is manifold. He is not only regarded as a reformer who brought about a unity among the many sects within an otherwise disintegrated Hindu society but also as a poet-saint who upheld the old Brahmanical social order. Others hold him responsible for the deification of Ram who was hitherto conceived of as a human being albeit the best among the humans. These claims which seem to be impelled by socio-politico-cultural critique of Tulsi's poetry do hold him as an unparalleled poet-saint amongst his contemporaries. However, they fail to acknowledge an important philosophical innovation of Tulsi that changed the course of direction of Indian intellectual tradition thereafter. This paper argues that in Tulsidas, persona of Ram became a source of practical spiritual knowledge which not only provided a learning model for having an access to one's complex experiences in the world but also created an action tool to make spiritual progress possible through the route of bhakti. Implicit in this argument is an assertion made by some Indic scholars that experience is the primary source of knowledge in a tradition like India. However, it is difficult to have access to such experiences as they are very complex and shadowed by our varied moods and desires. Traditions offer different routes through which an individual learns to navigate through such experiences. This paper, in reading the poetry of Tulsidas, aims to show how bhakti emerges as one such route that mobilizes an access to such experiences.

Sunday, July 14

Parallel Sessions

All times are British Summer Time (UTC+1)

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

09:15-10:55 | B07 (Basement)
Sunday Onsite Parallel Session 1
Perspectives on Teaching in the Contemporary Context
Session Chair: Stephen Sowa

09:15-09:40
80413 | *Critical Pedagogy: Teaching Ourselves How to Teach Critically*
Linda Schwartz, Booth University College, Canada

Critical pedagogy--a liberatory theory of education, developed out of strains of neo-Marxian thought--is concerned with forms and systems of institutionalized and personal power in social, cultural and political contexts. Paulo Freire (1972), with whom the term originates, was concerned the effects of a critical theory of teaching and learning that prompts and frees the individual – through inquiry and reflection – to responsible action toward self and other. Henri Giroux (1994, 2011) examines the educational task in light of ethics and the role and effects of critical and cultural critique within traditional education--as a means of transforming teaching, learning and subject matter--in a pedagogical environment that: engages students' personal lives; draws relationships between high and low culture and the everyday; and is open to the risk of inquiry that asks questions of the "other" in order to give voice to positions of marginalization.
This study illuminates the relationship between knowledge, authority and power, mediated through the experience of project-based learning. Understanding these relationships through the medium of a project-as-vehicle for critical teaching, reveals "radically different dialogical interventions in the world" (Torres 1999) and changes the learning transaction. Through examination of case studies featuring project-based learning from a UK polytechnic (Worcester) and US schools (Michigan and Duke), the application of critical pedagogy is shown to create new forms of knowledge, raise questions about relationships between the margins and centres of power and facilitate engagement between learned knowledge and everyday lived experience, thus transforming the learning space.

09:40-10:05
82382 | *Development of Higher Education System in Egypt*
Mohamed A. Zaki Ewiss, Cairo University, Egypt
Seddik Afifi, Merit University, Egypt

Higher education (HE) in Egypt faces problems regarding efficiency and efficacy. Although there is some progress, the system is not regenerating fast enough to prepare young people for a more vibrant future. This work aims to present a road map toward improving the HE system. In this study, A new model for developing higher education towards the global plan 2030-2063 is introduced. In this model, the operational research approach is implemented to determine the activities, including all educational processes, such as educational policies, management, curricula, and human resources. The process analysis of the policy strategy components depicted that the higher education system in Egypt faces a triple crisis: the scarcity of human capital, low quality, poor integration and inconsistency with the needs of the private sector. From the results, we conclude that developing HE require training for transformation to assist the country in adopting a comprehensive approach to its education system and obtaining better value for money from education expenditures to prepare skilled graduates for national development, introducing an "International Action Scheme" for mobility universities students; as well as enhancing Science, Technology and Innovation. To ensure that Egypt does not lag behind the "Fourth Industrial Revolution", we recommend the importance of developing priority through national entrepreneurship plans and incubators in academic sectors such as agrifood, marine science, energy, water treatment, ICT, infrastructure, medicines, nutrition, and green economies.

10:05-10:30
81030 | *Effects of the Diga Socioemotional Education Program on Children's Social Responsibility, Aggression and Peer Victimization*
Josafá da Cunha, Federal University of Parana, Brazil
Jonathan Santo, University of Nebraska at Omaha, United States

The ongoing challenge of school difficulties, particularly peer victimization and aggressive behavior among children, underscores the need for effective interventions. The DIGA Program is a socioemotional education program that aims to foster social responsibility and reduce aggression and victimization in school settings (www.programadiga.com.br), based on the evidence-based WITS Programs (Leadbeater et al., 2022). This study hypothesized that social responsibility would increase, while aggression and victimization would decrease over time, with stronger patterns of change attributed to the fidelity of program implementation. Employing a multilevel modeling approach, this study analyzed data from three-time points over one school year in a sample of Brazilian students in Grades 4 and 5 (N = 1,850), including measures of social responsibility, aggression, victimization, and implementation fidelity. Results indicated a weak increase in social responsibility behaviors over time, with early DIGA adopters showing the largest gains, especially when program fidelity was high. Although changes in peer victimization and aggressive behavior were not significant overall, early DIGA implementation and high fidelity were associated with decreases in these behaviors. Notably, social responsibility behaviors mediated the program's effects on reducing aggression and victimization. This study demonstrates the potential of school-based interventions like DIGA to promote social responsibility and mitigate negative peer interactions. The findings suggest that adherence to program fidelity is crucial for maximizing benefits, offering valuable insights for educators and policymakers aiming to enhance the school environment and student well-being through the development of culturally relevant interventions.

10:30-10:55
79146 | *Teaching Under the Spectre of a New Industrial Revolution*
Stephen Sowa, University of Southampton, United Kingdom

Arguments for and against conceptions of teaching as a science or form of technicism have often focused on the relevance of experimental evidence and issue of purpose in education. However, these debates have largely omitted an analysis of the wider socio-economic context in which education and teaching have been and continue to be significantly shaped and understood. The aim of this paper is to provide this broader contextual analysis, explaining how a technicist logic in schooling and teaching emerged during the Industrial Revolution, how it is being repurposed in light of recent changes and predictions about the world of work, and the importance of reconceiving teaching as a form of artistry. It is first argued that the Industrial Revolution significantly contributed to a logic for mass schooling and teaching based upon the standardised production of specific learning outcomes – predominantly for work-related purposes. As technologies have advanced and rapid changes have occurred in the world of work, this technicist logic remains but is shifting focus. New conceptions of the world of work, including one termed the Fourth Industrial Revolution, are influencing education policy and increasingly reflecting a shift in focus toward the production of meta-level learning outcomes, such as learning-to-learn. The sustained application of an underlying technicist logic to schooling and teaching has created various problems. These problems are first analysed, and then a systematic response to these problems is provided in the form of a typology of artistry in teaching.

Sunday Onsite Parallel Session 2
Professional Development
Session Chair: Raona Williams

11:10-11:35
80778 | *Towards to a BPACK Model of Professional Knowledge for Bilingual Teacher~ a Reflection From the Reform of Bilingual Teacher Education in Taiwan*
Yung-Feng Lin, Chung Cheng University, Taiwan

This study concerns about the Taiwan's latest policies of bilingual education, with a special focus on programs of teacher education for bilingual teachers. The initial ideas underling this research come from continuous and controversial debates on bilingual education which has been highlighted on education agenda since 2018 in Taiwan. Also, teacher education in universities began to propose professional development programs for bilingual teachers. It is recognized that a sound bilingual teacher education will be a core and necessary foundation for the implementation of bilingual education. In particular, two issues are highlighted. First, is the current bilingual teacher education based on a well-structured professionalism for bilingual education? Second, does the curriculum or programs designed for bilingual teachers equip teachers with necessary bilingual knowledge and skills? For investigating on the professional knowledge for bilingual teachers, research methods adopted in this study includes documentary analysis, semi-structural interviews, and group interviews. Bilingual teacher education programs in main universities are analyzed and key persons of these programs are interviewed. In light of Shulman's (1987) ideas of CK, PK and PCK and Thompson & Mishra (2007) idea of TPACK (technological pedagogical and content knowledge), it is argued that a BPACK model (bilingual pedagogical and content knowledge) could be proposed to conceptualize professional knowledge for bilingual teachers. It is highlighted that bilingual education, rather than just language competences, is a key part for bilingual teacher education and should be included in the program of bilingual teacher education.

11:35-12:00
79783 | *Prompt Engineering and International Teacher Education: A Digital Literacy Practical Treatise Using Google Bard*
Raona Williams, Ministry of Education, United Arab Emirates

This study paper reveals a study exploring challenges and revelations involving the coaching of academic and vocational professionals responsible for development of robust and reliable high-quality multiple-choice test items for mastery tests such as that required for teacher and clinical certification. Employing Artificial Intelligence (AI) techniques are becoming more globally popular in educational assessment methods and psychometric testing design methods to evaluate competencies. Building on previous research studies around the field of natural language processing (NLP) - a branch of AI, this paper concentrates on the development of national tests prepared in dual languages of English and Arabic, administered in the UAE to education professionals to assure alignment of high-quality teaching practices across the nation. Using natural language processing techniques (NLP) for automatic item generation (AIG), this paper will look at applications of the artificial intelligence chatbot 'Google Bard', giving a practical treatise of its effectiveness in creating dual language test materials specialized towards specified testing domains. From an evaluation of qualitative test bank material development and quantitative statistical data parameters generated from Rasch-analysis following test item administrations, the reader will gain further insight on benefits and challenges involved in developing AI generated human-produced test items against machine-based materials. Supported by the author's specialist research expertise, this paper is of importance because it provides an interesting view incorporating innovation, the future of education and collaborative situated learning within professional learning communities. Additionally, highlighting the UAE's forward-thinking approach in using modern technologies to improve international teacher education.

12:00-12:25
83040 | *Shaping Epistemological Profiles: School Placement Communities' Impact on Preservice Teachers' Personal Discovery and Knowledge Evolution*
Paula Queirós, University of Porto, Portugal
Isabel Mesquita, University of Porto, Portugal
Margarida Barros, University of Porto, Portugal

In educational literature, collaborative contexts have been highlighted as effective teacher development promoters. Especially in initial teacher education (ITE), the role of communities of practice gains prominence during school placement. Given the relevance of preservice teachers' (PSTs) beliefs in their professional growth, this work aimed to understand these communities' value in developing epistemological systems. Eleven PSTs of an ITE in Physical Education were intentionally chosen for this study. Data collection took place during the school placement year. Three focus group moments and reflexive logs were explored. Data analysis was carried out through the procedure presented by Charmaz (2006) based on theoretical and deep coding, where emerging themes were identified.
The study has shown that: i) the cooperant teacher was a catalyst for PSTs' personal discovery about their role as teachers, and ii) the communities of practice enhanced the understanding of knowledge as evolving and connected. The engagement with guided discovery, experimentation, empowerment, and knowledge construction through different voices of the community led the PSTs to understand the nature of knowledge as mutable and knowledge development as a collaborative effort.
Since communities of practice during the school placement represented availing epistemology, it is possible to understand that these contexts enable PSTs to perceive knowledge in a complex manner, rejecting absolutist thoughts. Enhancing similar practices can contribute to PSTs' knowledge, ITE reconfiguration, and teacher training policies.

12:40-14:20 | B07 (Basement)
Sunday Onsite Parallel Session 3
Professional Development
Session Chair: Kateřina Dvořáková

12:40-13:05
82713 | *Upscaling Bilingual Education: A Case Study of Collaborative Handbook Development in Helsinki*
Satu Koistinen, City of Helsinki, Finland
Jenni Kohl, City of Helsinki, Finland

The City of Helsinki decided to rapidly upscale bilingual programs in 2017. Largely autonomous Finnish teachers saw the need to develop higher, but realistic expectations (learning outcomes) in order to guide joint planning and cooperation within the bilingual program. Teachers sought guidance and professional development opportunities. A voluntary team of experienced bilingual program teachers took on the task over a five-year period (2018-2023). The local government arranged some release time and developed a multi-year relationship with a University College London researcher and a Finnish expert who worked with the teachers. As a core number of intended content and language learning outcomes were agreed, it was decided that a handbook could support teachers. The handbook sought to make visible the content and language that would be taught through the L2. It moved beyond vocabulary to phraseology. It also provided scaffolding ideas and sought to connect learning with students' lives. Eventually, four handbooks (preschool, Grades 1-2, 3-4, and 5-6) containing intended content and language learning outcomes, and an introduction to CLIL (Content and Language Integrated Learning) were agreed amongst the teachers. The handbooks also included yearly curriculum plans, thematic units, individual lesson plans, key words and phraseology, suggested activities, and scaffolding options such as speaking and writing frames. By documenting the development and use of the handbooks, this paper contributes to an understanding of how, in the long-term, collective stakeholder efficacy was promoted by a local government whilst still respecting teacher autonomy in order successfully upscale a bilingual program.

13:05-13:30
82851 | *Evaluating Textbook Selection Criteria Among University English Teachers in Taiwan: A Mixed-Methods Study*
Hsuan-Yau Tony Lai, National Taipei University of Business, Taiwan

This research investigates the perspectives of university English teachers in Taiwan regarding the selection of English textbooks. With the variety in teaching materials—from published textbooks to self-created resources and online sources—this study examines how these choices impact student learning. A combination of an online questionnaire and semi-structured interviews was employed to gather data from full-time and part-time English teachers across Taiwanese universities. The questionnaire was structured around eight thematic areas: Overall Construction, Students' Needs, Teachers' Needs, Authenticity, Self-instruction, Cultural Awareness, Visual Design, and Practical Concerns. These themes were designed to delve into the criteria teachers use when selecting textbooks. In total, responses from 108 teachers were analyzed, providing a broad insight into the prevailing preferences and concerns among educators. Additionally, interviews were conducted with five full-time university English teachers, each with over ten years of experience in teaching the core English skills of listening, speaking, reading, and writing. These interviews aimed to obtain a deeper understanding of the teachers' viewpoints and validate the questionnaire findings. The results highlighted that teachers prioritize 'Overall Construction,' 'Teachers' Needs,' 'Authenticity,' 'Cultural Awareness,' and 'Visual Design' in textbook selection. Interestingly, while 'Practical Concerns' such as cost and accessibility did not score highly on the questionnaire, they were emphasized during interviews, suggesting a nuanced approach to textbook evaluation that balances ideal criteria with practical realities. These findings provide valuable insights that can help textbook publishers align educational resources with teacher preferences and student needs, thereby enhancing motivation and enriching the learning experience.

13:30-13:55
80194 | *Critical Issues in Foreign Language Teacher Education in the Czech Republic: The Perspective of Students*
Kateřina Dvořáková, University of South Bohemia, Czech Republic
Petr Dvořák, University of South Bohemia, Czech Republic
Vojtěch Fuka, University of South Bohemia, Czech Republic
Vojtěch Tilp, University of South Bohemia, Czech Republic

Critical issues in teacher training are those areas in the educational curriculum of future teachers that are considered particularly challenging, problematic or difficult to master and thus hinder their professional development.
The aim of the University of South Bohemia research project carried out by the Faculty of Education in 2022-2024 was to identify critical issues in training foreign language teachers in the Czech Republic. Critical issues were examined from the perspective of various stakeholders in all components of the foreign language teacher training programme, i.e. language competence, literature and cultural studies, linguistics, and methodology. In our contribution, presented jointly by teacher educators and students involved in the project, we are going to explore critical issues as perceived by the final-year teacher trainees. The students are going to present the results of a pilot study with a focus on the importance of the individual components of the training programme from the student standpoint. The educators will concentrate on critical issues in the area of methodology as viewed by students across the Czech Republic.
Data was obtained through a questionnaire containing both quantitative and qualitative questions, which was distributed to all university teacher-training institutions in the Czech Republic. The target group were students enrolled in the final year of regular, in-person Master's degree courses to qualify as teachers of foreign languages at primary or lower-secondary schools.
We believe that our findings will draw attention to critical issues in foreign language teacher training and contribute to the improvement of their educational programmes.

14:35-15:50 | B07 (Basement)
Sunday Onsite Parallel Session 4
Assessment
Session Chair: Tamador Ome

14:35-15:00
80958 | *Negotiated Interaction Strategies in Swedish and Indonesian Thesis Supervision*
Musrifatun Nangimah, Malmö University, Sweden

The negotiated interaction to achieve mutual understanding through dialogic feedback provision has been considered an important element in language learning. Previous research has focused on exploring the role of feedback as a clarifying device that leads to the development of students' learning strategies, writing, and overall learning performance. However, previous studies tend to examine the effect of feedback on students' draft development rather than the process of how the supervision is negotiated. This study explores how the feedback provision is negotiated during supervisory sessions by supervisors and students in one Swedish and two Indonesian universities. It contributes to identifying what strategies and patterns students and supervisors use to negotiate their supervisory interaction in an English as Additional Language context. Eighteen video-recorded supervision sessions that covered three supervisory meetings from six supervisory dyads (6 supervisors and 15 students) in two English-Medium study programmes (English for Teacher Education and English Studies) were analysed through thematic analysis. The finding revealed that supervisory interaction in both contexts covers managing correction, managing scaffolding, and managing emotional expressions. The negotiated interaction in both contexts tends to be explanatory discourse where students frequently give defensive responses to correction, confirmatory seeking and reasoning development for suggestion and encouragement. While managing correction and managing scaffolding lead to reciprocal reasonings, the students' emotional expressions frequently turn into supervisors' encouragement with students' confirmatory responses.

15:00-15:25
82318 | *Enhancing Students' Performance in Teacher Language Proficiency Assessment through Language Evaluation and Teacher Feedback*
Zhihui Kou, The Chinese University of Hong Kong, Hong Kong

In order to enhance the Putonghua language proficiency of pre-service Chinese language teachers and facilitate their success in the Putonghua oral examination of the Hong Kong Teacher's Language Proficiency Assessment, we have developed a comprehensive language training program utilizing Past-paper materials for practice and evaluation. This program encompasses practice sessions, evaluation sessions, teacher feedback, and subsequent practice and evaluation cycles. To achieve this goal, we employ Padlet to streamline the submission process for students' pronunciation exercise records. These records undergo meticulous evaluation by professional assessors according to HKEAA standards, with a focus on oral presentation skills, including reading, dialogue, short passages, and speeches. Evaluation criteria encompass pronunciation, vocabulary, grammar, coherence, and linguistic features. Written feedback is provided to guide students in addressing weaknesses and enhancing their oral proficiency. Following a pilot phase, student feedback was collected via a questionnaire to assess their perceptions of received feedback and suggested language practice methods. This included various feedback forms such as explicit correction, recasts, repetition, clarification requests, and metalinguistic feedback. Encouragingly, students responded positively, offering meaningful and constructive suggestions for teacher feedback. This integrated approach of language evaluation and teacher feedback aims to enhance students' performance in the Putonghua Teacher Language Proficiency Assessment by targeting specific assessment areas and fostering continuous improvement in oral proficiency.

15:25-15:50
83099 | *An Investigation into Written Error Correction: Practices, Beliefs and Challenges Encountered by EFL University Teachers in Saudi Arabia*
Raees Unnisa, Qassim University, Saudi Arabia
Tamador Omer, Qassim University, Saudi Arabia

Even though there is extensive of knowledge in the field of written corrective feedback, there is a scarcity of empirical evidence regarding the EFL teachers' WCF beliefs and practices in the Saudi Arabian context. This study, therefore, aims to get an insight of teachers' use of written corrective feedback (WCF) in the Saudi Arabian university context. The following three questions guided the study: 1) What are teachers' reported beliefs about written error correction in Saudi Arabian university context? 2) What are teachers' observed practices of written error correction (WCF) in this context? 3) To what extent are these teachers' beliefs about WCF congruent with their observable practices? For this purpose, a mixed method study was designed. A short questionnaire was designed and distributed among EFL instructors in Saudi Arabia. 32 (n=32) EFL instructors completed the questionnaire and 3 were subsequently observed and interviewed. The results showed that the WCF beliefs of EFL teachers in Saudi are mostly in line with the research, however, strong discrepancies between the WCF beliefs and practices of these teachers were noted. Based on these findings, it is recommended to universities to add professional development programs to enhance WCF.

16:05-17:45 | B07 (Basement)
Sunday Onsite Parallel Session 5
Issues in Academic Writing & Publication
Session Chair: Adrian Ziderman

16:05-16:30
83012 | *Accelerating the Research and Publishing Process of Doctoral Business Students Using Generative AI Tools*
Teofilo Ozuna Jr, Tecnologico de Monterrey, Mexico
Pedro Julian Barrera Bolivar, Tecnologico de Monterrey, Mexico

Doctoral students commonly struggle with grasping the research and publication processes, facing challenges such as selecting topics, conducting literature reviews, formulating research questions, designing studies, analyzing data, and receiving feedback on their writing. Universities offer workshops and mentorship programs to help doctoral students overcome research and publishing obstacles. Yet, mentoring students in these areas can be difficult due to faculty members' time and resource constraints. Instead of workshops and mentoring, training doctoral students to use Generative AI tools can speed up their research and publishing by synthesizing synthesize information, generateing ideas, and improving overall work quality and efficiency. We developed an initial questionnaire based on a limited number of existing studies and questionnaires dealing with students' perceptions of Generative AI across several disciplines. We modified the questionnaires to address research and publishing issues faced by doctoral students and linked these issues to the Generative AI questions. The final version comprises a pool of 26 Likert scale items and 3 open-ended questions to gather additional insights and perspectives from the respondents. We applied the final instrument via online to a convenience of doctoral students enrolled in a business program in a renowned business school in Latin America. Descriptive analysis was utilized to analyze the survey data, and a thematic analysis approach was applied to examine the responses from the open-ended questions in the survey. The findings provide insights that inform policy development around integration of Generative AI in doctoral programs to help students better grasp the research and publication process.

16:30-16:55
82817 | *Enhancing Information Literacy in Transnational Higher Education: Insights from the United Arab Emirates*
Laura Dee Barber, University of Sheffield, United Kingdom

This study explores the development of information literacy (IL) among students transitioning from various international educational backgrounds into a UK-based transnational higher education environment in the UAE. The research aims to empower students, foster collaboration between faculty and support services, and enhance teaching-librarians' engagement in informed practices. Data was collected via semi-structured interviews with 22 students and 9 faculty to gather diverse perspectives on the IL skills essential for success in their first undergraduate year. Analysis was conducted using Entwistle's Teaching-Learning Environment Full Heuristic Model to explore teacher beliefs and characteristics, and students' learning approaches and perceptions. Following Norton's ITDEM'D pedagogical action research model, the research identified key IL challenges, reflected on theoretical perspectives, and designed and implemented tailored teaching activities. Preliminary findings indicated that structured interventions promoting metacognition and reflection on academic skills are beneficial. This led to the creation of the Academic Aptitudes Assessment, an intervention designed to assess students' perceived versus actual IL skills. This assessment tool is now being used to better understand and address the gaps in students' IL capabilities. The study highlights the potential of pragmatic, action research to develop authentic, interactive tools that improve IL capabilities in transnational settings.

16:55-17:20
82650 | *A Multi-factorial Approach Towards Tackling Plagiarism: A Comparison Between Attitudes and Perceptions Towards Plagiarism at Undergraduate and Post-graduate Taught Level*
Carolyn Loveridge, University of Glasgow, United Kingdom
Kimberly Davis, University of Glasgow, United Kingdom
Nathalie Tasler, University of Glasgow, United Kingdom

Academic integrity is a fundamental value of higher education institutions and is a recognised priority in institutional learning and teaching strategies. Plagiarism is an ongoing problem in the HE sector and factors contributing to this complex phenomenon may differentially impact students at different academic levels of study, but this is under-researched. This study aimed to address the identified gap through an investigation of differences in behaviour and attitudes towards plagiarism between undergraduate (UG) and post-graduate taught (PGT) level. Using an inter-subjective, pragmatic and mixed-methods approach, (i) analysis of senate data on levels of plagiarism cases, (ii) an online survey with UG (n= 18) and PGT (n = 32) students and (iii) focus groups with students (n=4) and staff (n=7) were analysed. This paper will present key findings from quantitative analyses of (i) senate data, where statistically significant differences were observed between demographic sub-categories, and (ii) online survey data, where a statistically significant difference was observed between UG and PGT students with respect to academic writing workshops to prevent plagiarism. It will further outline findings from qualitative thematic analyses of open survey questions and focus group discussions. Nine common themes between students and staff, and four unique themes for students and staff respectively were identified. Particular areas of concern surrounded (i) student transitions, and (ii) institutional barriers. The paper will finish with an overview of the key recommendation from this work: an eight-point, multi-factorial approach to address the problem of plagiarism, and key implications for educators.

17:20-17:45
79371 | *Data Sharing in Education Journals*
Zohorit Dadon-Golan, Bar-Ilan University, Israel
Adrian Ziderman, Bar-Ilan University, Israel

Data sharing is prevalent in the journals of many academic disciplines, particularly STEM-related ones. This paper explores empirically the extent of data sharing in Education journals, a neglected research area. Two related issues are examined. First, data sharing policies are examined via a search of the websites of 47 randomly selected Education journals, listed according to the SJR prestige ranking. Just over half of the journals had indeed issued statements encouraging authors to make research data generally available, with only a handful of journals making this mandatory. Remaining journals had not declared a policy on this issue. The second issue relates to the efficacy of journals' positive stance, in eliciting the desired response from authors. This was probed in a limited, mainly qualitative, survey of 31 authors of papers published in journals identified as encouraging data sharing. Surprisingly, not a single author had made data available – indeed, some authors were even unaware of the journal's declared policy on this matter. Thus, journals' well-intentioned procedures to encourage data sharing are seen to be markedly ineffective. Authors advanced two main sets of reasons to justify reticence to data share: either authors did not see it as being in their interest or data sharing was regarded as inappropriate or not possible. Finally, practical recommendations to enhance data sharing in Education are presented. These include: pro-active action by publishers, editors and professional/research association; explanatory doctoral workshops at international conferences; promotion credit for data sharing; and attention to the issue in university graduate courses.

Notes

Sunday Onsite Parallel Session 1
Design, Implementation & Assessment of Innovative Technologies in Education
Session Chair: Mehmet Evrim Altin

09:15-09:40

80776 | *Exploring Lacunae in ChatGPT-Facilitated Cybersecurity Education: An Investigation into Knowledge Discrepancies and Learning Challenges*

Muhammad Gilvy Langgawan Putra, National Taiwan University of Science and Technology, Taiwan
Raymund Lin, National Taiwan University of Science and Technology, Taiwan

This study investigates the possible use of AI-driven chatbots, such as ChatGPT, to assist in the process of cybersecurity education, particularly in the field of threat hunting. Given the course's sensitive and secure nature, it remains questionable if ChatGPT or similar systems would possess the capability to assist human hunters. An experiment was conducted with 35 students who had just finished the course independently, without utilizing ChatGPT. The participants were tasked with assessing the ability of ChatGPT to provide correct responses to crucial questions pertaining to the course and assist them in actual threat-hunting scenarios. The data was collected from 38 questions formulated for ChatGPT and 3 supplementary questions for students. The results show that 57.8% of students believed that ChatGPT's answers accurately represented their knowledge on the topic. Additionally, 20.6% of students discovered new information through ChatGPT's responses, while 12.1% found the answers to be insufficient and 9.6% considered them irrelevant. Regarding further inquiries, students have identified the primary advantage of using ChatGPT as comprehensive knowledge coverage, while the main disadvantage is its inability to disclose timely and sensitive information. The third supplementary inquiry evaluated whether students were still obligated to physically attend class if they had access to ChatGPT. They confirmed their attendance, acknowledging that they still needed to go to class as the lecturer taught them how to utilize various hunting tools to enhance their skills in threat hunting. They were also informed that they would learn how to effectively inquire using ChatGPT at a later time.

09:40-10:05

82693 | *Assessment of Students' Experiences and Viewpoints in Using Chatbots for Education Practice: A University Case of a Developing Country*

Sibusisiwe Dube, National University of Science and Technology, Zimbabwe
Sichelesile Moyo, National University of Science and Technology, Zimbabwe
Phillip Nyoni, National University of Science and Technology, Zimbabwe
Belinda Ndlovu, National University of Science and Technology, Zimbabwe
Catherine Sibanda, National University of Science and Technology, Zimbabwe
Mary Dzinomwa, National University of Science and Technology, zimbabwe

Artificial Intelligence (AI) chatbots' usage has revolutionized education globally, however, adoption has been met with varying perceptions, particularly in developing countries' education. Despite the dire need for technology-based education in higher education institutions of the economically constrained developing countries where the rate of lecturer turn-over and brain drain is high, the use of chatbots in education is still in its infancy. Furthermore, there are limited studies that have documented the developing countries' students' perceptions about chatbots, a gap that is filled by this research. Through the lens of Technology Acceptance Model (TAM), quantitative data were collected via online Google forms from 400 students, above the 369 sample size threshold for representing the case population of 9000 students. Analysis of collected data using Statistical Package for Social Sciences (SPSS) showed positive perceptions towards using chatbots, particularly ChatGPT. This positive attitude could be attributed to the educational affordances of this chatbot which included, but were not limited to; improved assignment writing, personalized learning, facilitation of interactions and engagement. These results confirmed that like other similar technologies chatbots' adoption is influenced by perceived ease of use and perceived usefulness as suggested by TAM. These are important findings for the policy makers who must make informed decisions about formulating policies and guidelines for implementing AI and other innovative technologies for use in improving learning outcomes. The research findings guide university management on how to regularize and standardize the adoption and usage of innovative AI technologies, chatbots' in particular, which students are currently using informally.

10:05-10:30

79546 | *Using Artificial Intelligence to Teach and Learn the Formal Languages and Automata Course at the University of Nariño*

Jesus Insuasti, University of Nariño, Colombia
Felipe Roa, University of Nariño, Colombia
Carlos Mario Zapata-Jaramillo, Universidad Nacional de Colombia, Colombia

Representing knowledge can be a challenging task in undergraduate education. In the Formal Languages and Automata course, developing the ability to depict knowledge is crucial, and graphical methods are highly beneficial. Pre-conceptual schemas are graphs using controlled language, and they are simple to utilize and represent knowledge in any context. Despite their widespread use in academic circles, there currently are not any computational tools that incorporate artificial intelligence into such pre-conceptual schemas, which makes it hard for computers to understand them. This study investigates a new method for computer interpretation of knowledge using artificial intelligence, aiming to enhance teaching and learning in the Formal Languages and Automata course at the University of Nariño in Colombia. The outcomes of the validation process indicate a positive impact on educational practices, laying the groundwork for future innovations in the fields of didactics and computer-aided educational tools.

10:30-10:55

80193 | *Exploring the Influence of AI and Technical Innovations on Mathematics Students in Higher Education*

Mehmet Evrim Altin, International University of Applied Sciences, Germany

The integration of Artificial Intelligence (AI) and other technical applications has significantly transformed the landscape of mathematics education in higher institutions. Recent discussions have centered around the utilization of mathematical applications on smartphones and the increasing availability of lecture content on YouTube. However, with the advent of AI platforms accessible to the public for free, the discourse has evolved into a more complex and critical examination of educational methodologies. In this study, we delve into the multifaceted impact of these innovations on students enrolled in mathematics courses, particularly focusing on the Mathematics 2 (FMath 120) course at the International University of Applied Science (IU) in Germany. Through the implementation of a quantitative research method, we administered questionnaires to students enrolled in the Mathematics 2 course during the SS2024 and WS2023 semesters, evaluating their engagement with AI platforms and other mathematical applications. These assessments were conducted at the beginning and end of the semesters, gauging the lecturer's effectiveness in promoting these platforms to students. The research employs the Dependent T-test to analyze the results, with findings expected to be disseminated by March 2024. This study aims to uncover the extent of student interest in AI and other popular applications, shedding light on their achievements in comparison to students who undertook the same course in 2022.

11:10-12:25 | B08 (Basement)
Sunday Onsite Parallel Session 2
Curriculum Design, Development & Policy
Session Chair: Alexandra Sofia Rodrigues

11:10-11:35
79593 | *Representing Curriculum Design Practices in Essentia Curriculum: A Case Study in the University of Nariño, Colombia*
Jesus Insuasti, University of Nariño, Colombia
Carlos Mario Zapata-Jaramillo, Universidad Nacional de Colombia, Colombia

Considering a literature review on curriculum design theory over the last one hundred years, we focused on how curriculum design methods are defined. Despite the existence of some methods from the theory, a global survey of 226 professors showed that they use their own subjective criteria to design curricula. The surveyed professors also reported that they do not document their processes well, which means that there is not much useful information about how they design the curriculum for others to learn from. Moreover, the varied terms and graphical forms of curriculum designs make them diverse and hard to communicate and understand. To address this problem, we proposed ESSENTIA CURRICULUM to represent curriculum design practices. ESSENTIA CURRICULUM is based on a common language that we developed by combining a century of curriculum design theory and the experiences of 226 professors from around the world. ESSENTIA CURRICULUM is a simple and flexible language that can be used in any situation. As proof of this, the representation of curriculum design practices for the accreditation renewal process of the Systems Engineering Programme has been conducted, showing satisfactory results. This novel approach to representing curriculum design practices has allowed us to generate the bases for future developments that would involve the use of artificial intelligence.

11:35-12:00
79907 | *Focusing on Education Through Multilingual Language Policy in South African Schools*
Stanley Madonsela, University of South Africa, South Africa

Even though multilingual education has been in existence for a long time, the new era has brought another contestation around language policy. Multilingual education which is often realized through multilingual language policy seems to be the best way to prepare future generations to participate in constructing democratic societies in and intercultural world. South Africa is no exception to this development. The language policy and governance in the schooling system of South Africa cannot be seen in isolation from that of the rest of the African continent and the world. This article disinters the extent to which the bodies responsible for the governing of schools in South Africa can formulate and implement language policies that serve the demographic language interest of societies that they serve. This paper contextualizes the rights-based approach through fostering a deeper understanding of how different participants and role players in the education system can form the links between rights and participation with a view to bringing about change in language policy formulation and implementation in schools. This is based on that global economic interdependence, intercultural communication, inequality and linguistic diversity have become harsh realities of today's world and exert some pressures on our educational systems. The developments in the educational sphere and the instability in the schooling system in South Africa regarding the language policy and its implementation need for further debate.

12:00-12:25
80798 | *Mathematics in Vocational Education: A Comparative Study Between Portugal and Spain*
Alexandra Sofia Rodrigues, Universidade NOVA de Lisboa, Portugal
Corália Pimenta, Instituto Superior de Engenharia de Coimbra, Portugal

Vocational education is an international priority, as it contributes to the economic growth and social development of countries and quality education. The aim is to make a comparative analysis of the 'prescribed' and 'enacted' curriculum (curriculum implementation guidance documents, textbooks, classroom resources, materials, and research articles) of vocational education in Portugal and Spain, to analyse transversal dimensions of teaching and learning that are important for the integration of young people into the labour market or for continuing higher-level studies and for defining the professional profile. The study focuses on the organisation of the curriculum of the Mathematics of vocational courses at the secondary level. The comparison of curricula in Portugal and Spain was sought, using the conceptual framework developed in 1971 by Roth, applied in 2014 by Pilz, Berger, and Canning, and in 2022 by Rodrigues and Pimenta. The model considers 3 categories of analysis: competencies based on knowledge, self-concept competencies, and social competencies. The analysis of competencies based on knowledge is divided into topics covered, program structure, and assessment. The self-concept competencies put the focus on entrepreneurial thinking and action, visible in the methodologies associated with the curriculum or in complementary documents and contributing to building skills for lifelong learning. Social competencies focus on analysing the potential of the curriculum to develop personal and interpersonal skills. In this study, we seek to reflect on the importance of transversal skills for the preparation of active and intervening citizens, in particular analysing the role of the Mathematics in professional education.

Sunday Onsite Parallel Session 3

Design, Implementation & Assessment of Innovative Technologies in Education

Session Chair: Amir Ghanbaripour

12:40-13:05

80396 | *Digital Synergy in Education: Evaluating the Impact of Technology-Enhanced Cooperative Learning During a Pandemic*

Noor Hasbi Yusoff, University of Wollongong in Dubai, United Arab Emirates
Rukhaidah Sahid, Victoria International School of Sharjah, United Arab Emirates

This study evaluates the integration of technology-based cooperative learning in a pre-university English Language and Literature course using Microsoft Office 365. Focused on a case study of sixteen Year 11 International Baccalaureate Diploma Programme students analyzing rhetorical devices in Emma Gonzalez's 2018 speech, it adapts the Jigsaw Learning method to digital platforms such as Microsoft Teams, OneDrive, and Zoom during Covid-19 restrictions. Utilizing an action research methodology—planning, acting, observing, and reflecting—the research explores the impact of digital tools on cooperative learning, particularly student engagement and understanding of rhetorical devices in a remote learning environment. The methodology included organizing students into groups for a detailed analysis of rhetorical aspects, leveraging Class Notebook for content distribution and collaborative engagement, and using Zoom to maintain interactive group discussions. This study underscores the potential of technology-based cooperative learning to enhance student engagement and outcomes, despite challenges like the digital divide and the need for comprehensive digital literacy training for educators and students. Conducted within the context of a global health crisis, this research provides valuable insights into adapting cooperative learning methodologies to online settings. It suggests significant implications for pedagogical strategies, educational technology integration, and policy development to improve the effectiveness and inclusivity of digital learning platforms, highlighting the transformative role of technology in making traditional cooperative learning a dynamic, engaging, and effective online experience.

13:05-13:30

80504 | *Mobile Learning Application for Humanistic Buddhism Learning Among Malaysian Young Adult: Expert Consensus*

Fonny Dameaty Hutagalung, Universiti Malaya, Malaysia
Chew Fong Peng, Universiti Malaya, Malaysia
Chang Yin Liang, Universiti Malaya, Malaysia

Humanistic Buddhism has adopted more practical than theories and philosophy into our life. However, there are still weaknesses in teaching and learning Buddhism, especially in Buddhist schools in Asia and Asian American Communities. This study aims to develop mobile learning applications for Humanistic Buddhism learning among Malaysian youth based on Phase 1(one) ADDIE Model through expert consensus. The samples were 4 experts in the field of Information and Communication Technology for Education and 4 experts of content. The main findings indicated that the result as high level aggregate of expert consensus were Text (x =4.4, S.D. = 0.57), Image (x= 4.6, S.D. = 0,56), Animation (x =4.5, S.D. = 0.58), Audio (x =4.30, S.D. = 0.72). Finally, the overall of Interactive was at highest level (x = 4.8, S.D. =0.69). This study to contributing to existing body knowledge, the results provide a credible source of information for design of mobile learning application for Humanistic Buddhism among Malaysian youth.

13:30-13:55

83281 | *Digital Transformation in Education: The Role of Technology in Shaping Future Learning Environments*

Mariam Alkalbani, Mohamed bin Zayed University for Humanities, United Arab Emirates

The digital transformation is revolutionizing education, changing how content is delivered, accessed, and assessed. This paper explores the role of digital technologies in enhancing teaching methods, student engagement, and learning outcomes. Using a mixed-methods approach, it combines a survey of 200 educators with 10 in-depth interviews with educational technology experts. The survey examines the frequency and context of digital tool usage, effectiveness, and challenges, while interviews provide strategic insights and future trends. Findings reveal that Learning Management Systems (LMS) improve administrative efficiency and communication between students and educators. Virtual and Augmented Reality (VR/AR) technologies increase student engagement through immersive experiences, and AI-driven software personalizes learning by addressing individual needs. However, challenges like the digital divide, privacy concerns, and the need for comprehensive teacher training persist. Opportunities include fostering global classrooms, enhancing collaboration, and enabling continuous learning beyond traditional settings. Strategies to overcome challenges involve investing in digital infrastructure, developing robust privacy policies, and extensive teacher professional development. This research offers actionable insights for integrating digital technologies in education, providing a roadmap for educators and policymakers to navigate the evolving digital landscape, emphasizing a balanced approach to maximize benefits while mitigating risks.

13:55-14:20

82774 | *Technology in Construction Project Management Education and the Impacts on Student Success and Job Readiness: A Systematic Literature Review*

Amir Ghanbaripour, Bond University, Australia
Sara Rashidian, Queensland University of Technology, Australia

This paper presents a systematic literature review examining the influence of technological advancements on construction project management education, adhering to the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines. The focus is on assessing the impact of technology on student satisfaction and employability alongside emerging trends in artificial intelligence (AI) within the industry and educational sectors. This review synthesizes findings from a range of academic publications and industry reports to assess the current state of technology integration in this field. Key investigation areas include deploying virtual reality (VR), building information modelling (BIM), and AI-driven simulations in educational settings. The review evaluates how these technologies enhance learning experiences, skill acquisition, student satisfaction, and employability in the construction sector. It also explores the readiness of educational programs to adapt to rapid industry advancements in AI and automation. Preliminary results indicate a positive correlation between technology-enhanced learning environments and student engagement. However, challenges such as curriculum integration, instructor readiness, change fatigue among educators, and resource allocation remain significant. The review further identifies a growing demand for AI competencies among graduates, urging educational institutions to align more closely with industry requirements. This is part of our ongoing research project that assists educators in refining curricula and aids industry leaders in understanding the evolving educational landscape. The paper discusses future research directions and practical implications for pedagogy and industry practice, emphasizing the need for ongoing adaptation and innovation.

14:35-15:50 | B08 (Basement)
Sunday Onsite Parallel Session 4
Design, Implementation & Assessment of Innovative Technologies in Education
Session Chair: Jirajittra Higgins

14:35-15:00
79297 | *"Meta-Disruption" in Art and Design Education: A Constructivist Approach for Chinese Postgraduate Students*
Timi O'Neill, University of Wales Trinity Saint David, United Kingdom

In the ever-evolving landscape of art and design education, we find ourselves at the intersection of tradition and innovation. The theme of "Meta-disruption," as articulated in my course manifesto provides opportunities to explore and challenge the transformative potential of AI and immersive technology in our field. This theme not only sets the stage for a dynamic discourse but also serves as the foundation for a constructivist research approach. Drawing upon the principles embedded in the manifesto, our research seeks to empower Chinese postgraduate art and design practice students to navigate this rapidly changing landscape effectively. We embrace the concept of "Hybrid Creativity," recognizing the symbiotic relationship between human and AI-generated artistic expressions. Through constructivist pedagogy, we encourage students to actively engage in the synthesis of these creative forms, allowing them to construct their understanding of the evolving nature of creativity. Our methodology is rooted in constructivism, which emphasizes the importance of active learning, collaboration, and reflective thinking. We aim to challenge traditional pedagogy by fostering trans-disciplinary collaboration and promoting AI literacy through hands-on experiences. Through constructivist learning environments, students are encouraged to construct their knowledge and meaning, making them active participants in the learning process. By embodying the principles of the "Meta-disruption" theme and employing a constructivist methodology, we aim to redesign teaching to Chinese postgraduate art and design practice students to better equip them with the knowledge, skills, and ethical awareness necessary to navigate the transformative impact of AI and immersive technology in their fields.

15:00-15:25
79545 | *Culinary Bridges: Utilising AI for Intercultural Understanding in Cookbook Development*
Jirajittra Higgins, Chulalongkorn University, Thailand

This study explores the impact of Artificial Intelligence (AI) integration on intercultural cookbook creation and learning outcomes, engaging Thai and German undergraduate students in a six-week collaborative project. The project aims to enhance recipe development and deepen understanding of food variations across cultures through the application of AI technologies. The methodology employed in this study encompasses both pre- and post-project surveys to measure shifts in students' perspectives and a detailed rubric-based assessment for evaluating the quality of the cookbooks produced. The project involved a series of structured activities, including cultural exchange sessions, AI-assisted recipe formulation, and reflective discussions, thereby providing a comprehensive educational experience. The outcomes of this study include a deeper understanding of the role of AI can play in collaborative educational projects, especially in terms of enhancing the quality and diversity of output. Additionally, it provides insights into how AI applications can influence students' perceptions and experiences of intercultural exchange. This study holds significant potential for informing educators about the advantages and challenges of integrating AI into project-based learning environments, thus promoting a more nuanced understanding of intercultural interactions and paving the way for innovative educational practices in the 21st century.

15:25-15:50
82073 | *AI and Cultural Intelligence in Business Education: Blended Learning International Cooperation Perspective*
Emil Velinov, Skoda Auto University, Czech Republic
Juergen Bleicher, Duale Hochschule Baden-Wurttemberg (DHBW), Germany

In the rapidly evolving landscape of business education, the fusion of Artificial Intelligence (AI) and Cultural Intelligence stands as a transformative force. This study, meticulously crafted for scholars and practitioners alike, serves as a study, which delves into the latest trends and applications of AI and Cultural Intelligence in the global business education sector through the lenses of Blended Learning International Cooperation (BLIC) project, which comprises of six business schools (Mexico, Iceland, UK, Germany, Czechia and Estonia) from two continents. The study is based on panel data and it shows that the utilisation of AI in selected courses on International Business, Cross-Cultural Management and students' cultural intelligence significantly impact their engagement and motivation in global collaboration among business schools. Furthermore, the paper outlines the necessity of universities constant development in Business education in order to create effective experiential learning for the students.

16:05-17:45 | B08 (Basement)
Sunday Onsite Parallel Session 5
Curriculum Design & Development
Session Chair: Constantinos Stefanou

16:05-16:30
80868 | *Integrating Digital and Soft Skills in the Business Schools Curriculum: A Survey*
Amalia Stafyla, International Hellenic University, Greece
Ioannis Nanos, International Hellenic University, Greece

New developments in business strategies such as the adoption of integrated ERP/CRM systems and the increasing migration to cloud and mobile computing, and new technological advancements such as Artificial Intelligence (AI) and other Industry 4.0 technologies and related emerging technologies, have shaped a new and demanding business environment. There is a growing belief among researchers that the curricula of business schools should be modified in light of the above developments. Prior research has indicated that importance of incorporating digital skills in business schools curricula. However, we claim that there is a lack of soft skills training and education. Soft skills, including problem-solving abilities and leadership, adaptability, critical thinking, and interpretation are important in the decision making process and despite the availability of modern AI tools, human related judgment is still needed in the decision making process. The aim of the paper is to identify and categorize the digital and soft skills needed in today's environment, according to the literature. Also, through an empirical research conducted with the use of purposive sampling method in a sample of 100 professionals-managers, the paper attempts to professionals' perceptions about the actual skills needed in the workplace. The outcomes of the research can provide the basis of a discussion among business schools, about the need for integrating digital and soft skills into their curricula.

16:30-16:55
83007 | *Interactive Digital Design Skill Set: Crafting Executive Education Curriculum for the 21st Century*
Bruno Nobre, IADE, European University of Lisbon, Portugal
Emília Duarte, UNIDCOM & IADE, European University of Lisbon, Portugal

Portugal's education system offers a variety of non-degree programs essential for career advancement where executive education has a critical role. Despite advancements in executive education courses, with its focus on a more customized and tailored learning experiences, Interactive Digital Design education field faces ongoing challenges due to competition, technology evolution, institutional and societal changes. With its focus on postgraduate Interactive Digital Design courses, is proposed a skill set to meet current and future professional needs and thereby guiding executive education's management in this field. The establishment of a skill set that may support postgraduate courses curricula design on an ever-shifting societal and technological landscape, aiming to better prepare professionals for the Interactive Digital Design sector, may represent an asset of great relevance in curricula governance and design.
This research applies a Delphi method with experts' contributions on the essential components of a postgraduate program in interactive digital design based in ongoing research on the subject with IADE as a case-study, where valuable insights from main stakeholders were gathered – from both academia and the creative industry – revealing past and present trends on Interactive Digital Design, the evolution of required and expected skills, challenges, and opportunities in the field. The attained knowledge is expected to support as a valuable resource for higher education institutions seeking to refine their educational offerings in response to evolving industry demands, societal changes, and technological advancements, thereby advising the strategic outlining, and guiding the design of future curricula.

16:55-17:20
80840 | *Enhancing Digital Skills Training in Accounting Schools: Strategies and Best Practices*
Constantinos Stefanou, International Hellenic University, Greece
Amalia Stafyla, International Hellenic University, Greece

The advancement of Artificial Intelligence (AI) and emerging digital technologies such as blockchain and Data Analytic techniques have radically changed today's business environment. In this evolving digital landscape, the accounting profession is undergoing significant transformations, requiring new digital skills and competences. As businesses adopt cloud-based ERP and core accounting systems, automated business processes, and data analytics tools, traditional accounting is reshaped and transformed to a diverse and complex discipline. Modern accountants must be qualified not only with a diverse skill set but also with a proper mentality required to cope with the new developments in the digital organizations. Many accounting bodies, regulators, auditing firms and researchers have highlighted the need and importance of incorporating digital tools, data analytic techniques and AI related subjects into accountants' and auditors' education. However, many accounting schools around the world have not been successful in providing this kind of education. This paper, following a comprehensive literature review, presents the strategies and best practices for integrating digital skills courses in accounting schools curricula. Several approaches and methods presented in the literature concerning the development of new programs of study are also presented. In addition, the paper identifies several challenges accounting school face such as the lack of resources and qualified academic staff. Finally, key success factors for the smooth integration of digital courses into the accounting curriculum are discussed.

Notes

09:15-10:55 | B09 (Basement)
Sunday Onsite Parallel Session 1
Education, Sustainability & Society
Session Chair: Mohamed Moustakim

09:15-09:40
81356 | *Evaluating the Criteria Used by the Department of Basic Education for Allocating Subsidy to Technical Secondary Schools*
Constance Mphojane, Central University of Technology, South Africa

The aim of this study was to evaluate the criteria used by the Department of Basic Education for allocating subsidy technical secondary schools. To achieve this aim, the study sought information on government subsidy, legislation, distribution of funds to schools and school funding norms in South Africa. The qualitative ethnographic approach was used, and five technical secondary schools in the Lejweleputswa education district, Free State province, were visited to gathered data related to the aims and objectives of this study. To ensure that the sample accurately reflected the population from which it was drawn, the following participants were purposefully selected from each of the five technical secondary: School Management and Governance Developer (SMGD); principal; chairperson of the School Governing Body; one Head of Department and two educators. The study had thirty participants. Data were collected through an open-ended questionnaire, semi-structured interviews, and document analysis. Each participant was interviewed and completed the questionnaire. Analysis and interpretation of data collected affirmed that criteria used for allocating government subsidy to schools were the same for all schools and was based on the poverty level of the community in the vicinity of the school and on the size of the school in terms of number of learners. Results further revealed that criteria for allocating government subsidy to technical secondary schools needed to be revisited as subsidy received could not sustain these schools to realize their intended education objectives.

09:40-10:05
80828 | *Beyond Enrolment: How Poverty Affects Educational Experiences*
Bhuvaneshwari Subramanian, Dr. B.R. Ambedkar University Delhi, India

Access to school education is usually defined in terms of indicators such as Gross Enrolment Ratio (GER) and Net Enrolment Ratio (NER). However, this paper contends that access to education cannot adequately be understood only in terms of enrolment numbers. Once enroled in a school, whether government or private, a number of factors affect the ability of a child to actually "access" the education being imparted, and many of these factors may not even be directly related to the school. Keeping this in mind, the primary objective of this paper is to unpack and analyse the different factors that affect a child's ability to fully engage with the educational process, especially in the context of the urban poor in India. Primary research for this paper was conducted in an urban slum in the city of Delhi, India over a period of ten months (from July 2021 to April 2022), where semi-structured interviews were conducted in 55 households. This study finds that even after getting admission in a school, several factors related to a child's home, family, and neighbourhood, significantly affect the educational experiences of children. In the context of the particular slum where this study is based, an important role was also played by factors such as caste-based discrimination and the desire for the next generation to break free of caste-based occupations.

10:05-10:30
82944 | *Mechanisms for Social Justice and Sustainability in Large-Scale Humanitarian Response – The Case of Global Partnership for Education COVID-19 Support*
Elizaveta Rusakova, Learn More, Italy
Lorenzo Newman, Learn More, Italy

The COVID-19 pandemic caused a large-scale education disruption, prompting global school closures. The Global Partnership for Education (GPE) provided grant support, unprecedented in scope, size and experimentation, to 66 low and middle-income countries (LMIC) to mitigate the pandemic's impact on learning. Emergency responses often struggle to balance swift implementation with relevance and equity. Given the escalating frequency of crises and limited evidence on what works, analysing COVID-19 support is crucial, especially from an equity perspective. This study, based on the evaluation of GPE's COVID-19 support, focuses on mechanisms to ensure relevance and sustainability for LMIC countries and vulnerable groups. The research involved a portfolio analysis of data from three GPE grant mechanisms and 10 country case studies. The study identified several mechanisms that GPE designed for relevance to LMICs and inclusiveness of vulnerable populations throughout grant implementation. Grants screening processes checked for alignment with emergency response plans but did not assess suitability to countries' technological capabilities, which led to some unsustainable learning solutions in low-connectivity areas. For the first time, grant screening required details on how the needs of vulnerable groups would be addressed, resulting in nearly all grants incorporating specific activities. Additionally, GPE allowed ongoing adaptation throughout implementation, though most changes were not related to changing activities' scope or type, raising concerns about sustained relevance. The conference presentation will describe how GPE COVID-19 support managed to balance quick roll-out and quality assurance with relevance and inclusivity, proposing lessons learned that can support sustainability and equity for future crisis responses.

10:30-10:55
80206 | *Mapping Habitus in Young Refugees' Aspirations and Educational Desire in the Early Stages of Their Resettlement in Australia*
Mohamed Moustakim, Western Sydney University, Australia

This paper draws on Bourdieu's concept of habitus to examine how a group of young refugees negotiated the challenges and opportunities they experienced in pursuit of their aspirations and educational desire during the early stages of their resettlement in Australia. Habitus is mapped through close examination of how they came to embody what they deemed worthwhile career goals and how their aspirations were predicated on the collective experiences of forced migration they had endured with their families and communities. Their stories were captured through interviews and visual narrative accounts of significant events in their lives before and during resettlement, as well as their aspirations for possible futures in Australia. The analysis of data revealed that, notwithstanding the challenges they had encountered, the young people had high hopes for the future and most of them aspired for high status jobs, such as doctors and lawyers, a phenomenon that had a much deeper resonance with the archetype of the 'wounded healer' (Jung, 1951) than a desire for high reward career prospects. Key to the success of their resettlement transitions was the compassionate approach adopted by the people who worked with them, many of whom came to Australia as refugees, and their active involvement in decision-making and participation in collaborative community building.

11:10-12:25 | B09 (Basement)
Sunday Onsite Parallel Session 2
Education, Sustainability & Society
Session Chair: Chyi Jaw

11:10-11:35
83042 | *Pedagogy of Place-Based Education in a University: A Case Study of the Hsinchu Region in Taiwan*
Kerwei Chien, National Tsing Hua University, Taiwan

This study investigates the feasibility of implementing place-based education in National Tsing Hua University. The university, located in Hsinchu, Taiwan, is in close proximity to the global semiconductor industry hub, the Hsinchu Science Park, where many graduates are expected to work and reside in the future. However, the Hsinchu Science Park has caused local environmental pollution, land expropriation issues, and the outflow of rural populations as a result of exacerbated rural-urban disparities. Therefore, this university should not only nurture talent for the technology sector but also cultivate students' awareness of local sustainable development. This study utilizes the teaching practice conducted by National Tsing Hua University in various urban and rural fields in the Hsinchu region as case studies, employing action design research methodology to analyze students' experiences in conducting field studies and engaging in project-based learning. One of the fields is the declining old city area of Hsinchu, while the other is an indigenous tribe located in the mountains. Through exploring the conceptual framework and methodologies for implementing place-based education in the university, this research proposes a framework for "pedagogy of place-based higher education" to fulfill university social responsibilities and promote the transformation of higher education towards engaged scholarship.

11:35-12:00
82512 | *The Impact of Activities that Combine STEAM with Local Environmental Consciousness on University Students' Pro-Environmental Behavior and Scientific Creativity*
Chin-Fei Huang, National Kaohsiung Normal University, Taiwan

This study aims to explore "the impact of activities that combine STEAM with local environmental consciousness on university students' pro-environmental behavior and scientific creativity". There are 66 students participated in this study and were divided into a control group and an experimental group. The teaching activity design of this study is centered on "designing livable housing in Taiwan," and a total of four projects were designed. Each unit was taught for 2 hours a week, for a period of 4 weeks. The experimental group added videos on local environmental consciousness such as local disasters news. All participants were required to fill out the "Scientific Creativity Questionnaire" and "Pro-Environmental Behavior Scale" before and after the teaching activities. The results of the study showed that the posttest performance of the experimental group was significantly higher than that of the control group. In addition, after participating in the teaching activities, the performance of scientific creativity of the two groups of students was significantly higher than that of the pre-test, showing that both teaching activities can improve the performance of scientific creativity of university students, but the two groups did not reach a significant difference. The further implications will be reported in conference.

12:00-12:25
80605 | *Is There a Gap Between Environmental Education and Actual Behaviors? The Licensing Effects on College Students' Eco-friendly Decisions*
Chyi Jaw, National Yunlin University of Science and Technology, Taiwan
Jie-Shin Lee, Fu Jen Catholic University, Taiwan

Environmental challenges, such as damaged ecosystems, contaminated oceans, huge waste accumulation, and the expanding risks of climate change, have gradually become a growing threat to the world. These environmental problems are mostly the results of human behavior, even though "eco-friendly viewpoints" are accepted universally and society demonstrates a degree of concern towards environmental issues, these attitudes do not match up to actual behaviors, and sustainability performance is seen to be not very promising. Thus, it becomes increasingly significant to develop environmental education strategies as to raise collective consciousness about the environment and call for action towards eco-friendly behaviors. The reasons for the gaps between sustainable goals and real outcomes may result from moral self-licensing, which is an effect that happens when a person chooses a relatively indulgent act after a preceding virtuous or morally good deed. The topic is worth discussing as the licensing effect easily and unconsciously happens, largely affecting individuals' decision-making processes, especially young adults. We conducted experiments to examine the licensing effects on college students' eco-friendly behaviors and the moderating effects of moral identity, gender, and environmental awareness. The results reveal that eco-friendly behaviors do alter between the licensed and control conditions, and gender and environmental awareness are highly significant in the interactive effects with the self-licensing. Finding out the causes and patterns of self-licensing offers further insight into environmental education strategies in colleges to avoid facilitating selfish, indulgent, or frivolous choices, and effectively promote college students' understanding of the correct behaviors regarding the environment.

12:55-14:10 | B09 (Basement)
Sunday Onsite Parallel Session 3
Design, Implementation & Assessment of Innovative Technologies in Education
Session Chair: Ricardo Elizalde

12:40-13:05
79604 | *The Development of Digital Play and Digital Games-Based Learning in Early Childhood Education: A Systematic Review*
Athifah Utami, Universitat Oberta de Catalunya, Spain
Lucrezia Crescenzi-Lanna, Universitat Oberta de Catalunya, Spain

The adaptation of teaching and learning has been massively shifted since the COVID-19 pandemic. Despite the presence of COVID-19, the 21st-century generation has closely lived with technology in their daily life (Chaudron, 2015; Matsumoto, et.al, 2016; Edwards, 2018), from watching cartoons on television and playing mobile games to engaging in educational games provided in educational contexts. Children, as young as 0 to 8 years old have already been in contact with digital technologies (Marsh et.al., 2005; Matsumoto et.al., 2016). This current systematic review aims to explore the development of digital play and digital games-based learning used in the context of ECE (Early Childhood Education) during COVID-19 to post-pandemic (2023). The review follows the guidance by Zawacki-Richter, et.al (2020) that consists of eight steps: development of research question(s), designation of a conceptual framework, construction of selection criteria, development of a search strategy, selection studies based on inclusion criteria, assessment on the quality of studies, synthesize the quality of individual studies to answer research questions and write report findings. Results show that the used of digital play and/or digital games-based learning in ECE have been varied depending on the learning objectives and the ECE contexts (curriculum and socio-cultural aspects). Digital play has shown to be more explorative and mostly common to be found in the home setting with less supervision from adults, and less in the classroom context with adult-led activities.

13:05-13:30
80452 | *Game-Design Workshops with Co-creation Toolkit to Support Game-Based Learning for Heritage Museum*
Wenying Lu, Guangzhou Academy of Fine Arts, China

In the context of heritage museums, the integration of game-based learning and gamification has garnered significant interest from academia, edutainment, and educational stakeholders. However, barriers such as high costs and lengthy development cycles hinder wider adoption of game-based learning, particularly among educators who lack of software development skills. This paper introduces a series of game-design workshops supported by a card-based toolkit aimed at simplifying the process of creating location-based games. These workshops serve a dual purpose: providing educators and museum stakeholders with an accessible toolkit for data collection and offering engaging game-based learning activities for young museum visitors aged 15-30. To achieve this goal, a pilot study was conducted in collaboration with the Guangzhou Maritime Museum, focusing on 47 university students aged 18-26 and 10 museum staff members visiting the Nanhai Temple, a heritage site with 1400-year history. Divided into five workshop sessions, participants utilized the card-based game-design toolkit to collaboratively develop 10 games centered around this historical site. Qualitative and quantitative data collected from this study indicated positive feedback on the value of co-creation toolkit acting as the instructional scaffolding to support informal learning. Insights gained from this research informed the refinement of the toolkit design, while the game ideas from workshops served as a foundation for mobile game development tailored to young museum visitors aged 15-30.

13:30-13:55
83220 | *Methodological Approach for Serious Games Design and Development Research*
Viktor Arity, The Royal Melbourne Institute of Technology University, Australia
Gillian Vesty, The Royal Melbourne Institute of Technology University, Australia
Meredith Tharapos, RMIT University, Australia

This paper contributes to the emerging field of serious games in higher education providing teaching-focused academics, interested in engaging in building serious games and other digital artefacts, a comprehensive guide to support rigour in design and development research.Serious games in higher education are emerging as essential pedagogy and increasingly being created as immersive teaching cases. In accounting education, serious games developers tend to focus on the technical problem-solving activities the students are required to undertake, somewhat treating them as traditional case studies with engaging digital features to motivate students and deliver required learning outcomes. Less attention is given to serious games design and development research and the generation of a digital artefact or research vehicle that embodies pedagogically driven components and variables that can be further studied and tested. This latter approach requires a carefully designed research framework and methodological positioning. This paper explores the methodological positioning taken with design and development research of serious games in accounting. This paper has identified the specific methodological approach to the project-based research and used it to guide the design and build of the digital artefacts to support learning pedagogies. While this study is underpinned by constructivist learning theories, the interpretivists/constructivists approach is used as an overarching philosophy to guide the scope of the designs from a student outcome perspective. This also comprises the need to evaluate the cognitive burden and learning experiences from the designed digital technologies.

13:55-14:20
81673 | *Game On! Fostering Speaking and Vocabulary While Cracking Up in the Classroom*
Ricardo Elizalde, Colegio Puerto Varas, Chile
Maria Soledad Yermany, San Sebastian University, Chile

The 21st century has presented a dual challenge in the EFL classroom: fostering collaboration skills and achieving linguistic competence. Encouraging and motivate students in collaborative learning tasks through effective strategies remains a never- ending teaching and learning concern. Within the EFL Chilean contexts, it is highly likely to find traditional grammar-focused lectures, incredibly demotivated students and teachers ́ pedagogical relactancy to be uptodate in new teaching methodologies as: Gamification. For this research, a sample of 30 high school students was taking into account so as to administer a questionnaire to gather qualitative data. Therefore, this research proposal attempts to address these challenges by developing collaborattion skills in the EFL classroom through two gamified sets of roles games. One set focuses on lexicon development, whereas the other game seeks for speaking proficiency. Both sets apply and put into practice gamification principles as the core for scaffolding and building a collaborative learning environment in Chilean EFL classrooms. The findings underscore that students were willing and eager to participate in every pedagogical game as they learnt vocabulary and speak without nervousness in end-term international examinations.

14:35-15:50 | B09 (Basement)
Sunday Onsite Parallel Session 4
Gender & Identity Issues in Higher Education
Session Chair: Jimena Hernandez Fernandez

14:35-15:00
78368 | *Institutional Barriers vs. Catalysts: Understanding the Experiences of Latina STEM Students on Academic Probation*
Ambar Hernandez Negrete, University of California, Davis, United States
Natalia Deeb-Sossa, University of California, United States
Lina Mendez, University of California, United States
Natalia Caporale, University of California, United States

Latina students continue to be underrepresented and systematically excluded in STEM. They only comprise 3% of STEM bachelor's degrees, while their White peers hold 62% (Garza et al., 2023). In this context, further research on the experience of Latina students placed on academic probation can provide an opportunity to support their retention and success in STEM, ultimately reducing their likelihood of dismissal. Drawing on critical race theory, this study expands the limited literature on this topic by highlighting the institutional barriers and catalysts faced by Latina undergraduate STEM students during academic probation. In contrast to deficit-informed STEM ideologies that blame students for their underperformance or 'poor' academic standing, our analysis of qualitative interviews revealed key institutional factors. These include the lack of accessibility to resources, both in general and specifically related to the academic probation process, the traumatic interactions students navigate, and the stereotypical implicit and explicit messages they receive in STEM that hinder their efforts to improve their academic standing. Furthermore, our findings indicate the positive impact of Latina students' exposure to proactive academic guidance, humanizing interactions with institutional agents, and empowering messages related to their racial and gender identities. Additionally, these insights are valuable for informing broader efforts to create more inclusive and equitable STEM learning environments for other historically marginalized groups. By implementing policies and reforms that aim to eliminate existing institutional barriers while expanding and systematizing catalysts, we can support progress towards meaningful and sustainable antiracist transformation in the field of STEM.

15:00-15:25
82676 | *Aspire2Inspire Study: Black Ladies in Engineering*
Mauryn Nweke, University College London, United Kingdom

According to a report by BBSTEM, only 6.2% of UK domicile students enrolled onto Science, Technology, Engineering and Mathematics (STEM)-related subjects at UK universities identify as black or mixed-black heritage and when we delve into figures for employees in the engineering sector specifically for black women, this number dwindles to less than 1%[1]. There is clear evidence of a pipeline issue and a poor uptake of black girls remaining in STEM in higher education and beyond. Studies have shown that there are a number of factors that contribute to this, notably one being representation. This longitudinal study looks to use a combination of interviews, focus groups and overt observation of academic interest and performance of black females in schools, university and industry to further understand the factors that influence attainment and retention in field. The study begins with the department of Biochemical Engineering, University College London (UCL), where there are a total of 7 black female students in the entire student population (total approx. 500 students). The semi-structured interviews and focus groups have been designed to discuss influences, challenges, successes, background, culture and a number of literature-based factors that contribute towards inspiring young black girls into Engineering. Subsequent stages in the study include application of this methodology across the faculty of Engineering (and other STEM departments), observations and reports from school visits and interviews with black females working in the sector. This study aims to inform Equality, Diversity and Inclusion strategy in STEM at UCL with particular focus on Widening-Participation.

15:25-15:50
82957 | *The Dual Apprenticeships Model Adaptation in Mexico Under Review: Is It Providing Equal Opportunities to Girls?*
Jimena Hernandez-Fernandez, Universidad Iberoamericana Ciudad de México, Mexico
Melisa Zúñiga-Herrera, Universidad La Salle, Mexico

The presentation will show results of a larger study which had funding of the Global Challenges Research Fund (GCRF). We explore whether there are gender differences in the overall learning perception and experience between upper secondary school students that joined the dual education system (DES)in Mexico in 2020. DES is a type of technical and vocational education and training (TVET) that combines work-based and school-based training. DES is an adaptation of the German dual apprenticeships (DA) model and operates as a program to develop students' employability skills. We designed a longitudinal research consisting of two waves of in-depth interviews with upper secondary school students in DES. The sample consists of 30 female and 30 male students. In the first wave of interviews, we enquired into students' reasons to join DES, main expectations for their participation and initial experiences at the workplace. The second wave of interviews followed students after completing DES and explored whether their aspirations and expectations had been fulfilled, their perceptions on learning and their labor or educational paths after graduation. We use the interviews transcripts and perform a gender analysis. In the presentation we will elaborate on the gender differences we found and how they relate to differentiated opportunities. Female students reported to have struggled to join DES due to gender stereotypes and a perception of greater insecurity in commutes. At the workplace they reported not to have had the same leaning opportunities as their male peers because of stereotypes on "women cannot do certain things".

16:05-17:45 | B09 (Basement)
Sunday Onsite Parallel Session 5
Education, Sustainability & Society
Session Chair: Arfat Bait Jamil

16:05-16:30
80286 | *When a Researcher with Working Experience of Exposure to Disadvantage: Key Points in Qualitative Research on Social Justice*
Suqiong Zheng, University of Edinburgh, United Kingdom

Nowadays diverse forms of educational disadvantages persistently motivate researchers to conduct research on social justice from theoretical and empirical aspects. Among all the researchers, some of them are practitioners who used to experience educational disadvantages for an extended period. When researchers shift the role from practitioners to researchers, the perceptions of this shift can be an essential aspect in determining their own positionality. Underlying the perceptions, the emotional experience also matters. In this study, I adopted my own role shift as a single case study to uncover my perceptions and emotional experience before generating points worthy of attention for a reliable qualitative study. In terms of my background, I used to teach in a Chinese school that caters for migrant pupils who are at a low socio-economic status for eight years. Besides, I have spent nearly five years in the MSc and PhD programmes in a Scottish university. This study found out that 1) Researcher's own shift is not an example of emancipation from educational disadvantages from a broad view of pursuing social justice. 2) To empower someone is to make that person at home in a chosen context. 3) Researchers' emotions might be related to their own life stories awakened in the process of research, rather than those of the participants. Based on findings, this paper wishes to present the risk involved in qualitative researchers' unconscious comparison between their active choice of shift with the 'inaction' of participants in a disadvantaged context.

16:30-16:55
80608 | *Challenges in Responsive Dialogue Between Social Services and "Youth at Risk": Exploring the Potential of Education for Democracy*
Agnieszka Naumiuk, University of Warsaw, Poland

The aim of the presentation is to reflect on the findings of research on the responsiveness of social services for children and youth „at risk" within the framework of the European research project "RESPONSIVE" and to discuss current global challenges in adopting a responsive model approach in care and educational institutions as a means of fostering inclusive democracy, particularly for vulnerable groups. Qualitative research was conducted in six European countries: Poland, Austria, Denmark, Portugal, Romania, and France, from March 2023 to February 2024. This research has thus far focused on two aspects: 1) analyzing laws in five countries concerning the participation of young people in shaping existing forms of support for vulnerable youth, and 2) examining their own experiences with such services through individual interviews, group interviews, and workshops. The research indicates that educational and support services are primarily planned from the top down by adults and insufficiently consider the needs and voices of vulnerable youth. Consequently, young people often lack trust in institutions and feel little motivation to engage with services they perceive as unresponsive. This disparity is evident in legislation and can manifest as tokenism. Traditional consultation methods have proven ineffective due to the unique characteristics of these groups. The presentation will showcase the potential role, as well as the gaps, of the traditional approach to the 'education for democracy' concept, emphasizing the need for a broader incorporation of human rights and social justice discourses, including vulnerable groups voice.

16:55-17:20
82096 | *Digital Citizenship Among Young Omani Students: The Role of Internet Self-Efficacy, Parental Mediation, Parental Level of Education and Socio-Economic Status*
Arfat Bait Jamil, University of Technology and Applied Sciences-Salalah, Oman
Sangeeta Tripathi, University of Technology and Applied Sciences-Salalah, Oman

With the prevalence of the internet and new technologies in every household, young teenagers always interact in online activities, in which they may fall as victims of cyber-threats such as cyberbullying or video game addiction. Since it is impossible for parents to ban the use of technology with their young teenagers, digital citizenship has become increasingly necessary to mitigate unsought dangers arising from the online world and to prepare young children for the requirements of today's digital age. Although digital citizenship has been extensively studied with adults, there remains a dearth of literature focusing on young teenagers (aged 15-18). This research aims to fill this gap by investigating digital citizenship among young Omani adolescents. A survey was administered to 412 students enrolled in various Omani government schools across different regions. The study examines the influence of internet self-efficacy, parental mediation, parental level of education, and socio-economic status on digital citizenship. Findings from this study not only address the existing research gap but also provide a comprehensive insight into digital citizenship among young individuals, contributing to the advancement of Omani national strategic initiatives.

17:20-17:45
83386 | *Use of Ubuntu Principles in Teaching Folktales in Higher Learning Institutions, South Africa*
Bridget Mangwegape, Central University of Technology, South Africa
Gregory Alexander, Central University of Technology, South Africa

Folktales generally have a simple plot, involving characters that serve as symbols for different kinds of people. These characters encounter situations and events that have relevance in the lives of audience members, even though they are often unrealistic like talking animals. The paper explores the characters as serving four functions in the development of the theme, in the first-year students' prescribed Setswana Folktale text, "Dipheko tsa Bantsho" in relation to Ubuntu principles being the key figure for the success or failure of good behaviour, for a reward and bad behaviour for punishment. The aim of the paper is to serve as a medium of moral education and a nudge to maintain conformity to accepted patterns of behaviour. Students are explored in the light of moral and ethical consideration based on the subsequent meaning-making discussions, where they are guided to perceive relationships between the imagined situations narrated in the folktale and the realities in their own environment. Folktales could be used to support students well-being in building bridges between cultures through the shared tradition of storytelling, to engage students' emotions, to help students to recognize the shared experiences and problems faced by people from different cultural backgrounds, to serve as a therapeutic effect by allowing the safe expression of emotions and allow students to confront fears and solve problems and to help students to make sense of their worlds.

Notes

09:15-10:55 | B17 (Basement)
Sunday Onsite Parallel Session 1
Educational Policy, Leadership, Management & Administrative
Session Chair: Laurence MacDonald

09:15-09:40

82384 | *A Meditation on Democracy: A Historical Study of Bernard Crick and the Crick Report of 1998*
Xiaoyu Wang, University College London, United Kingdom

Bernard Crick (1929-2008) was a British political theorist and public intellectual who had actively engaged in British politics since the 1950s. In 1997, Crick was appointed by his former student, David Blunkett, the Secretary of State for Education, to chair the Advisory Group to provide advice on teaching citizenship and democracy in schools. A year later, the report titled 'Education for Citizenship and the Teaching of Democracy in Schools' was published, commonly referred to as the 'Crick Report' (Crick, 1998). This report outlined a vision and ambition for promoting citizenship education in secondary schools. This research seeks to explore Crick's perspectives on citizenship education and his contribution to the Crick Report of 1998. As a pivotal moment, a qualitative historical study with a combination of documentary and oral history methods has been employed, including the individual archives of Bernard Crick, the institutional archives of the Advisory Group and semi-structured interviews with leading political figures and key individuals involved. These archives contain invaluable undiscovered information, shedding light on the concealed intricacies of the Crick Report and the complicated process of negotiating, reconciling, and compromising between different interests. Such insights can diversify narratives of Crick's significance in making the Crick Report and deep understanding about the nature, purposes, content, and approaches of citizenship education. Furthermore, concerning the proliferation of populist movements and market forces, examining Crick's ideas on a change in political culture towards far greater active participation contributes to discussions surrounding the nature of a democratic society.

09:40-10:05

80241 | *The Long Run Impact of Increased Compulsory Education Age: Evidence from Administrative Data in the Netherlands*
Hannelore Nelissen, Katholieke Universiteit Leuven, Belgium
Kristof De Witte, Katholieke Universiteit Leuven, Belgium

Following the importance of a high school degree, compulsory education age gradually expanded in the last decades. However, the long term impact of ever increasing compulsory education ages is unclear, giving rise to debates about its effectiveness. In this paper, we exploit a quasi-experiment that increased compulsory education age from 17 to 18 years in the Netherlands. Using detailed micro administrative data, we examine its long run impact on the labor market and continuing education. We observe that the increase in compulsory education age resulted in a reduction in student dropout by approximately 1 percentage point, and an increase in high school, colleges, and adult education graduation rates by approximately 0.4 to 0.8 percentage points. However, no significant effect is observed with respect to labor market outcomes. This finding holds particular significance in the current socio-economic context, where lifelong learning and continuous education are incredibly important. Nevertheless, it is crucial to recognize the divergent impact of the policy across educational tracks, emphasizing the need for tailored approaches for each track.

10:05-10:30

79502 | *The Impact of Kwazulu-Natal Provincial Language Policy on Sesotho Speaking People at Nqhuthu*
Aaron Mpho Masowa, University of South Africa, South Africa

The provision of Section 6, 9, and 29 of the Constitution of the Republic of South Africa (Act No.108 of 1996), and the subsequent approval of the National Policy Framework, occasioned a need for every province in the republic to formulate its own language policy in line with the National Language Policy Framework. This was done to give all people residing in that province access to information as informed by the Act No 2 of 2000 as well as The Pan South African Language Board on Act No 59 of 1995. Following those provision, the province has formulated its language policy that only promote the use of certain official languages spoken in Kwazulu-Natal, namely isiZulu, English, isiXhosa, and Afrikaans, while marginalize Sesotho as one of the official languages spoken at Nquthu. As a result, the Basotho residing at Nquthu are faced with the situation to opt for isiZulu as home language for their children instead of Sesotho. This qualitative research study is premised on language rights as its theoretical base. The study uses interpretivist paradigm to understand the rational for this policy, examining the linguistic, and social implication of this policy on the Basotho people residing at Nquthu. The paper uses document analysis to interpret, explain and explore issues related the use of the current language policy at KZN on the Basotho people.

10:30-10:55

80411 | *Accountability in Higher Education Measuring Outcomes in an English Medium Program in Japan*
Laurence MacDonald, Soka University, Japan

Accountability has assumed prominence in global social policy and higher education is no exception. Administrators in higher education are tasked with measuring planned outcomes in an effective manner to assure the quality of the product to consumers (parents, students, and society). The concept of 'new public management' has gained prominence in higher education with the production of results as the bottom line. However, the complexity and diversity of higher education further complicates the task of measuring performance (outcomes). Moreover, the decentralized nature of national higher education systems means that instruments to measure performance are not nationally developed, implemented and evaluated, thus leaving it to the discretion of each independent institution to fulfil this task. The discussion of this matter in Japan dates back to the early 2000s. While the higher education system in Japan has traditionally been highly centralized, dictated and controlled in large part by the Ministry of Education, Science, Sports and Culture (MEXT), much discussion in this arena has focused on decentralization, allowing for greater flexibility for each institution to develop appropriate self-monitoring and self-evaluation materials. This study examines the development and continuing implementation of instruments to measure performance outcomes in an English-medium program in a Japanese institution of higher learning. Based on the goals and objectives of the faculty/department, several instruments were designed and administered to specifically measure cross-cultural competency, English language proficiency, and critical thinking. The presentation will address the results of the data collected thus far as well as the difficulties encountered in the process.

Sunday Onsite Parallel Session 2

Design, Implementation & Assessment of Innovative Technologies in Education

Session Chair: Eva Yin-han Chung

11:10-11:35

82996 | *Inclusive Education in the Digital Era: Special Education Teachers' Perspectives on Technology Integration and Inclusive Practices*

Elif Gülbay, Università degli Studi di Palermo, Italy
Ylenia Falzone, Università degli Studi di Palermo, Italy
Savannah Mercer, Università degli Studi di Palermo, Italy

As innovative technologies continue to permeate educational settings as useful tools to enhance the learning experience, understanding the perceptions of teachers is crucial. Assistive technologies show promise in supporting diverse learners, and special educational needs (SEN) teachers are pertinent in ensuring the meaningful, directional use of such technologies. Existing research emphasises the importance of users feeling comfortable with the innovative technologies in order to effectively utilise them. Therefore, it is important to understand potential barriers to technology integration through the lens of trainee SEN teachers. With new technologies emerging as valuable tools for inclusive learning, we aim to explore the relationship between technological competence and attitudes toward inclusive education. To gain deeper insights, we investigate the perspectives of Italian students enrolled in the specialisation course for support activities, recognising the pivotal role of educators and future educator's voices. Utilising a quantitative, questionnaire-based, correlational design, the present study examines the Technological Pedagogical And Content Knowledge (TPACK, Mishra & Koehler, 2006) of SEN teachers in relation to their Sentiments, Attitudes, and Concerns about Inclusive Education (SACIE-R, Forlin et al., 2011). Grounded in a critical disability studies framework, the research aims to understand the socio-cultural, ethical and pedagogical implications of incorporating technologies into educational settings through the lens of SEN educators. Our findings contribute to understanding teachers' readiness to embrace innovative technologies in relation to their inclusive practice, offering valuable implications for teacher training programs, curriculum development, and the design of assistive technologies tailored to meet the diverse needs of students. *This research was funded by "SiciliAn MicronanoTecH Research And Innovation CEnter "SAMOTHRACE" (MUR, PNRR-M4C2, ECS_00000022), spoke 3 - Università degli Studi di Palermo "S2-COMMs - Micro and Nanotechnologies for Smart & Sustainable Communities"*

11:35-12:00

80866 | *Inclusive Learning Technologies in Bangladeshi University to Promote ESD and 21st-Century Skills*

Mohammed Uddin, Hiroshima University, Japan

Tertiary education institutions are crucial in fostering sustainability through inclusive learning technologies. This study explores the use of innovative learning technologies in Bangladeshi universities to promote Education for Sustainable Development (ESD) and examines the practices of 21st-century skills necessary for accountable citizenship. Employing a mixed-methods approach involving surveys and focus group discussions, data was gathered from 10 universities (5 public and 5 private), including 100 students and 10 teachers. The findings highlight the diverse range of innovative learning technologies used for ESD and their impact on fostering 21st-century skills among students and educators. However, differences were observed in the use of technologies between public and private universities. While private university teachers and students have greater access to innovative learning technologies, most of these technologies were invented by graduates of public universities. Additionally, technologies were found to be primarily used for submitting assignments rather than enhancing motivation among teachers and students. The study identifies the availability of uninterrupted internet connectivity as a major concern, with student groups expressing a desire for more exposure to current science and technology through learning technologies, which they believe would simplify the assessment system, as explained by the teachers. The study emphasizes the importance of integrating innovative technologies in tertiary education to cultivate a more sustainable and responsible society.

12:00-12:25

81996 | *Developing Occupational Therapy Students to Address Health Inequalities in Marginalized Communities Through Simulation Technology-Based (Sim-Tech) Learning*

Eva Yin-han Chung, Swansea University, United Kingdom
Tania Wiseman, Swansea University, United Kingdom
Kirsty Thomas, Swansea University, United Kingdom
Felicity Balfour, Swansea University, United Kingdom
Gemma Wright, Swansea University, United Kingdom
Vanessa Knighton, Swansea University, United Kingdom

Education on human rights and inclusion equips occupational therapy students with essential capabilities to address societal inequalities for the marginalized groups. Sim-Tech enables students to experience a practice environment that resembles real-world situations. This project aimed to develop a Sim-Tech experience using immersive technology to enable learners demonstrating compassion and competency in planning interventions with marginalised communities. A full day Sim-Tech workshop was conducted in the simulation suites. Part I of the workshop used 360 immersive narrative video stories to give learners a vivid experience to understand the needs of people who were homeless and displaced. Part II used also immersive technology to conduct the activity-based simulation sessions. Common activity interventions like gardening, weaving, and chronic fatigue management group activities were conducted in a Sim-Tech setting to mimic a real-life situation of homelessness and displaced. Learners were facilitated to explore the practical needs and generate ideas on planning and design of community-based interventions for the marginalized people. After the workshop, learners were required to complete a questionnaire and reflect on the learning experience. Analysis of the questionnaire showed participants found the learning experience using Sim-Tech was interesting, enjoyable, meaningful and impactful. Simulated interaction and intervention activities conducted in the Sim-Tech setting provided a practical learning with a variety of sensory input and experience. This development enabled occupational therapy students cultivating compassion, becoming more articulate regarding human rights, and enhancing competency in working with marginalized communities.

12:40-14:20 | B17 (Basement)
Sunday Onsite Parallel Session 3
Educational Policy, Leadership, Management & Administrative
Session Chair: Sulaiman Alshathri

12:40-13:05
79606 | *The Role of the School Manager in the Implementation of Active Methodologies in a Vocational Education Institution*
Fabia Maria Silva Lins dos Santos, Serviço Nacional de Aprendizagem Comercial - Senac, Brazil
Marcos Canto Machado, University of São Paulo, Brazil

The present study shows the role of the school manager in the implementation of active learning methodologies in an educational institution of vocational education in the State of São Paulo, Brazil. Through an online survey with open and closed questions, 33 school administrators of this institution answered about their actions and orientations related to the topic. It was possible to identify that 73% understand that their priority is to influence people so that they are motivated and mediate the administrative processes to reach the pedagogical ends; 99% of them agree that the manager exerts influence on the motivations and competences of the teachers. Of all, 85% state that the teacher proposes activities that allow solving problems, investigations and simulations, but 36% follow the projects of the students through the report of their team. Of the total, 97% understand that research is the methodological resource used in most classes, but 54% is not clear if teachers present knowledge in situations other than traditional ones. From all, 64% report being present at various moments in the educational discussions but, in relation to an unjustified reprobation, 33% understand that the student should retake the test and do not identify other evaluation instruments. Based on the results, it was observed that these managers acquired a repertoire for the identification and discussion of active methodologies, but still have conceptual doubts and most are not very close to the classroom, to identify, in fact, what methodology chosen by the teachers under their management.

13:05-13:30
81511 | *Investigating the Relationship Between Gender Perception and Women's Representation in Higher Education Management and Leadership Positions*
Kutu Mercy Olajumoke, University of Mpumalanga, South Africa
Thoko Mayekiso, University of Mpumalanga, South Africa

Gender issues in management and leadership in higher education institutions (HEIs) continue to be a global phenomenon, as well as a significant one in post-Apartheid South Africa. Despite several measures to promote gender equality, women's proportion in management and leadership in HEIs remains low. Underpinned by Butler's gender performativity theory, which challenged the traditional view of gender as fixed and innate, the mixed methods research used self-developed survey questionnaires as well as individual face-to-face interviews to collect data from two South African universities. A survey was conducted with 151 of the 289 selected respondents from these universities. Five-point Likert scales were used to assess respondents' perceptions of gender and women's representation in HEIs management and leadership. Similarly, data were collected from ten purposefully selected participants in management and or leadership positions who participated in individual face-to-face interviews to gain a better understanding of their perceptions on the phenomenon. The qualitative data were analysed thematically, whereas the quantitative data were analysed using SPSS with descriptive statistics and one-way analysis of variance. The study found a significant (p<0.001) relationship between gender identity and gender conceptualisation; and gender identity and perception on women's leadership in HEIs' management and leadership (p=0.004). The study revealed how gender conceptualisation is embedded in society. It found gender as a systematic phenomenon whereby cultural processes undermines the role of women. Notwithstanding, the various interventions from various stakeholders, the study suggests that meritocracy, competency and capability play a critical role in addressing gender inequality in HEIs.

13:30-13:55
80739 | *Model of Quality Management, Emotional Intelligence and Leadership Competency of Principal*
Siti Nazalia Kiprawi, Ministry of Education, Malaysia

An excellent education institution is generally led by effective leaders. Thus, this study aims to explore the emotional intelligence, quality management and leadership competency among secondary school principals. The researcher used two softwares to analyse the study data, namely IBM SPSS Statistics 23 and SMARTPLS 3 (Partial Least Squares). The number of respondents in this study were 152 as outliers were identified less than 5 percent. The sample determination in this study was using a simple random sampling technique. The findings of this study showed that there was no association between emotional intelligence and competence (b = 0.092, t = 1.221, p> 0.05); there was a significant positive relationship between emotional intelligence and quality of management (b = 0.502, t = 7.087, p <0.05) and there was a significant positive relationship between quality management and competence (b = 0.632, t = 7.506, p <0.05). The results of the analysis also indicate that quality management has a low positive relationship with competency. Finally, the result represented that emotional intelligence and quality management have a significant effect on leadership competency. Thus, it can be concluded that emotional intelligence and quality management have a significant effect on the leadership competency of secondary school principals.

13:55-14:20
80195 | *Trust in Academic Leadership: A Study of Saudi Faculty Members*
Sulaiman Alshathri, Imam Muhammad Ibn Saud Islamic University, Saudi Arabia

This quantitative study investigates cognitive and affective trust among faculty members across three universities in Riyadh, highlighting its significance in understanding the dynamics of organizational performance and interpersonal relationships. Trust is bifurcated into cognitive, grounded in rational objective assessment, and affective, based on emotional subjective evaluation. Through a descriptive-comparative research design, the study deployed a survey to gather data from a random sample of 131 faculty members, analyzing the results with comparative means analysis to explore differences in trust levels. Findings reveal a moderately positive trust level among participants without significant variance between cognitive and affective trust dimensions. Notably, the study uncovers substantial differences within certain subgroups, aligning with previous research yet indicating avenues for enhancement in organizational trust. Recommendations include targeted interventions to strengthen both trust forms, particularly focusing on leadership strategies that foster a trustful academic environment. This contribution enriches the trust literature within higher education settings and offers practical insights for leaders and HR professionals aiming to improve organizational trust dynamics.

14:35-15:50 | B17 (Basement)
Sunday Onsite Parallel Session 4
Educational Research, Development & Publishing
Session Chair: Abha Bhagat

14:35-15:00
80680 | *Strengthening Research Pedagogy: An Analysis of Senior High School Online Research Experiences*
Princess Gerbie Durante, Bulacan State University, Philippines

This research focused on exploring the online research experiences of 271 Senior High School (SHS) students in Luzon, Philippines. The study delved into the factors that influence students' choice of learning modes, whether asynchronous (ASM) or synchronous (SM) and compared their anticipated performance with their actual academic achievement. The participants were self-selected grade 12 students from various strands: Accounting and Business Management, Humanities and Social Sciences, and Science, Technology and Engineering. The results have revealed that overall, there is a significant difference (p-value=.000) in the projected performance ($\bar{x}$=4.64) of 204 ASM students compared to their actual achievement ($\bar{x}$=4.94). Likewise, a significant difference (p-value=.006) is also evident in the projected performance ($\bar{x}$=4.94) of the 67 SM students compared to their actual achievement ($\bar{x}$=5.23). Furthermore, it is of note that the SM students projected higher performance and actually attained better marks, with a significant difference (p-value=.000) in actual achievement compared to their ASM counterparts. Analysis of qualitative data has revealed factors that influenced this disparity include internet connection issues, communication challenges, learning environment, time management, and group dynamics. Additionally, effective teaching practices that facilitated the completion of collaborative research projects were identified and these include clarity of learning materials, reasonable deadlines, teacher support and understanding, availability for consultation and feedback, and interactive and engaging teaching methods. Consequently, these results can be used to inform and improve research teaching practices, learning materials design, and assessment tools development. More significantly, it may be used as basis for institutional policies about online research learning.

15:00-15:25
82634 | *Ensuring the Validity of Workplace-Based Assessment Tools in Competency-Based Medical Education: What We Have Learned?*
Luan Au, University of Medicine and Pharmacy at Hochiminh City, Vietnam
My Do, University of Medicine and Pharmacy at Hochiminh City, Vietnam
Hien Nguyen, University of Medicine and Pharmacy at Hochiminh City, Vietnam

In competency-based medical education (CBME), workplace-based assessment (WBA) aims to provide stakeholders with evidence of learner competencies. Hence, ensuring the validity of the WBA toolkit is crucial. Our institution has used mini-clinical evaluation exercises (mini-CEX), direct observation of procedural skill (DOPS) and portfolios as WBA tools. This paper presents our viewpoints on validating our WBA toolkit when we revised our 12-year WBA practice. Our curriculum used an unspecific, one-in-all mini-CEX for scoring (for formative and summative purposes). It also ran a fixed exam agenda. Together, those practices have made our WBA ineffective. We found that generalizing should be the primary inference of conducting mini-CEX/DOPS. Scoring should not be the sole aim of mini-CEX/DOPS. We also found that the fixed agenda negatively impacted learners' autonomy and behavior. It would be better for us to design a series of specific mini-CEX/DOPS instead of one multi-purpose mini-CEX/DOPS. Specific mini-CEX/DOPS should be suitable for both formative and summative purposes. Users should consider using those tools for routine self-directed learning, self-reflection and peer evaluation instead of for exams only. Besides, we should consider designing a flexible agenda instead of a fixed one. Continuous revision is crucial for improving the validity of mini-CEX/DOPS. It should use feedback from various stakeholders, focusing on its ability to drive self-reflection and make inferences from information. On the other hand, we found that inadequate training in completing and assessing portfolios made them ineffective. Supporting self-reflection should be the primary goal of completing portfolios. Training educators on judging portfolios is compulsory.

15:25-15:50
80775 | *Using Assessment Tool to Improve Learning in Science – What Does Data Indicate?*
Abha Bhagat, Australian Council for Educational Research, India

Current reforms in educational assessment are encouraging teachers to use assessment beyond testing and grading to improve student learning. According to Bass, H. (1993), assessment is no longer viewed as a separate activity but as integral to teaching and learning. Therefore, while assessing, it is important to think about the content and design of assessments in order to guide teachers' instructions. Very often, students learn concepts but fail to apply them to real life contexts. Frederick Reif & Sue Allen (2009) describe that students, even after learning scientific concepts, interpret them incorrectly in many cases, and therefore, by directly addressing such deficiencies, instruction can substantially improve students' ability to interpret a concept. Such deficiencies or flaws can only be discovered and addressed by designing appropriate assessment to gauge students understanding.
We administered competency-based assessments to more than 2000 students to assess the ability of students to apply their understanding of physics concepts to real life scenarios. We obtained empirical data of students learning on concepts that have not been investigated previously, especially in the Indian context.
Analysis of the test items based on Item Response Theory (IRT) indicated a lack of ability to apply scientific concepts to real life contexts. Selection of wrong distractors in case of carefully designed multiple choice questions also threw light on flawed conceptions of students. Well-designed competency-based assessments enable identification of learning gaps which can be subsequently addressed by teachers in the classroom.

16:05-17:45 | B17 (Basement)
Sunday Onsite Parallel Session 5
Assessment Theories & Methodologies
Session Chair: Stephen Jennings

16:05-16:30
83022 | *Redesign the Path to the Destination: A Case of Assessment Reform for Improving Engagement and Integrity in Business Modules*
Qianqian Chai, Queen Mary University of London, United Kingdom

Engagement has long been considered a key element in higher education due to its crucial impact on learning outcomes. It is argued that student engagement in recent years has been experiencing more challenges for multiple reasons. Partially influenced by this, assessment integrity has suffered, and the situation has been worsened due to the widespread text-generating AI tools. To explore the approaches to overcoming these challenges, it is important to recognise the different ways of life possessed by the current generations in higher education, understanding their manners of perceiving, learning and studying, which require different approaches to be used to engage them. Hence, this study attempts to explore new paths of assessment designing, aiming at improving student engagement and reducing assessment plagiarism fuelled by third parties such as AI tools and paid agencies, simultaneously enhancing its ability to assist students in obtaining learning outcomes and actively thriving in higher education. Observations and reflections are conducted based on a series of practice in business modules in a higher education foundation programme. A few strategies are examined and suggested in similar subjects and even more broadly in other qualitative modules. They include: 1. Integrating assessments in the learning process, emphasising the process rather than the end; 2. Using fragmented and assessed tasks to cultivate a sense of event in student life loads; 3. Designing assessments based on unique and specific contexts, including student self-created and peer co-created experiences or contents; 4. Increasing practical and fun elements such as using simulation games in assessments.

16:30-16:55
81814 | *Gamified Assessment in Higher Education: A Conceptual Framework for Students' Motivation and Engagement*
Ying Wu, University of Dundee, United Kingdom
Malcolm Srewart, University of Stirling, United Kingdom

Gamification of assessment has recently emerged as a valuable strategy to enhance student motivation and engagement in higher education. However, studies have focused on behavioural reactions and learning outcomes in response to gamification, the effective design of gamified assessment to improve students' motivation and engagement remains unclear, creating a notable gap in the current literature. The purpose of this research is to fill this identified research gap, proposing a conceptual framework addressing the design elements of gamified assessment in higher education. The provisional conceptual framework, Gamified Assessment for students' Motivation and Engagement, which is abbreviated as GAME, aims to enable educators in higher education to design positive gamified assessment experiences for students. A systematic literature review has been conducted as the research methodology, with PRISMA systematic procedures used to screen the articles across JSTOR, SCOPUS, ProQuest, and Web of Science databases. Through this procedure, 36 relevant studies have been identified. Seven attributes in relation to assessment design were summarised. The conceptual framework on the assessment methodology was constructed. The framework, GAME, provides valuable insights for creating motivating and engaging assessment in higher education. It emphasises the design elements of gamified assessment and has the potential for improving other aspects of student experience such as student satisfaction and academic performance. The framework can also be used as a tool for future empirical and experimental research.

16:55-17:20
82854 | *Beyond the Reading List: Assessing Alternative Ways of Knowing*
Jennifer Marshall, University of Derby, United Kingdom
Jack Bryne Stothard, University of Derby, United Kingdom

Despite the large number of Nigerians studying overseas, very little literature explores their experiences in higher education (HE). Given the importance of the curriculum decolonisation movement in HE in recent years, this is a surprising gap in the literature. Many UK universities publish their decolonisation strategies but few mention decolonising assessment practices. Research focusing on incorporating African epistemology into western assessment strategies is warranted and indeed should be welcomed in an effort to democratise the university classroom, to be fully inclusive and transformational for all students. This research explores African epistemology, specifically Nigerian, as anecdotal evidence suggests Nigerian students feel marginalised in terms of assessment as their prior experiences do not align to practices in the UK. This epistemic injustice suggests the time is right to look at alternative ways of knowledge production and assessing that knowledge in the academy. This paper reports on an empirical study conducted on a postgraduate taught Masters in Education course in one English HEI. A participatory approach was taken through interviews with Nigerian students around their experiences of assessment in Nigeria versus the UK. A postgraduate Nigerian researcher was recruited to inform the research design, conduct interviews with 10 students, transcribe the data and support with thematically analysing it through a World Systems lens. From a World System's perspective, the research potentially indicates an epistemic hierarchy, where hegemonic discourses in HE function to inculcate overseas students with capitalist core knowledge to serve westerns interests.

17:20-17:45
82556 | *Active Learning: Measuring Academic Performance in Japan*
Stephen Jennings, Tokyo University of Science, Japan

The central contention in this research is that a tipping point has been reached in how academic performance in English language education in Japan is measured. In recent years, it has become clear that the 'cultural continuity' of acceptably poor English communication skills is increasingly being replaced by employers' expectations that graduates should attain a good level of 'communicative competence'. Reforms in the national curriculum, university entrance exams, and institutional policies have brought about the need for English teachers to broker a new approach to teaching and learning. In this regard, the term Active Learning has emerged as a salient concept. I argue that with the advent of an active learning approach, the culturally appropriate 'lack of wordiness' in classrooms will be substituted for the less well-tolerated 'negotiation of meaning' – causing a profound change in how English education is perceived and taught. To that end, I make specific reference to how Active Learning is being introduced in both English and Science courses at Tokyo University of Science. This presentation has three main takeaways: 1) although active learning will be employed by teachers at a much greater frequency, rote learning and high stakes testing will continue 2) a shift to student-centred learning activities will lead to a greater need for meaning negotiation among classmates 3) in this way, students will become more self-directed and able to apply knowledge in novel ways: a key outcome for the Japanese Ministry of Education.

Notes

09:15-10:55 | G08 (Ground Floor)
Sunday Onsite Parallel Session 1
Technology & Education
Session Chair: Oksana Hubina

09:15-09:40

82643 | *Exploring the Differences in Learning Performance and Attention of Students Using 2D and VR to Learn Astronomy Through Neuroscience Methodology*

Chin-Fei Huang, National Kaohsiung Normal University, Taiwan
Chloe Shu-Hua Yeh, Bath Spa University School of Education, United Kingdom
Wen-Syuan Wu, National Kaohsiung Normal University, Taiwan

Virtual reality (VR) has provided new forms of visual representations that transform astronomy education, and the electroencephalogram (EEG) signals can be helpful to explore the attention required in virtual learning environment. This study aims to investigate the differences in learning performance and attention of students using 2D and VR to learn astronomy through neuroscience methodology. 24 university students (male = 11, female = 13, mean age = 25) were randomly assigned in group A (a 2D traditional textbook) or group B (a 3D video through a VR device) to learn a Solar system lesson with identical visual and audio content. They were connected to the EEG system (Smart BCI) during this process. Pre- and post-tests were employed to measure leaning performances. The results show that participants in group B significantly performed higher after learning through the VR device, whereas participants in Group A showed no difference. Furthermore, the alpha wave in frontal lobe was significantly higher in group A learning through the traditional 2D textbook than in group B learning through VR. These findings show that EEG alpha signals associated with learner attention may help to identify the application of the merging use of VR in astronomy education.

09:40-10:05

81570 | *Linking All to Google Drawings a Technology Hub and Virtual Platform for Learners, Scholars and Collaborative Participants*

Tilahun Mekonnen, Sheffield Hallam University, United Kingdom

Introduction: This research presents the teaching, learning and collaborative work experience of using Google Drawings as a digital (virtual) platform employed by the author for over five years (2020-2024) at Sheffield Hallam University. This paper draws from author's teaching and learning experience at Sheffield Hallam University and based Google Drawings, PebblePad and Sandpit platforms have enhanced the teaching and learning experience. The author has identified significant benefits by adopting Google Drawings for students and staff which provides convenience, accessible, downloadable, user-friendly, enhances group and active learning with active engagement and retaining knowledge. Methodology – A survey was sent out on Google Form to a potential of 164 participants (155 students) and 9 staff. Results – The result has been collated from 11 (7%) respondents who identified significant benefits and some minor challenges. Significance – it has significant benefits for higher education and in line with increased societal trends on online activities and across industries.

10:05-10:30

80767 | *How Does the Use of ICT in an Integrated STEM Classroom Facilitate Teaching?*

Emily Oon, University of Macau, Macau

The present study examines the utilization of Nearpod, an innovative ICT tool, in primary level classrooms for teaching integrated STEM (iSTEM). Fifteen primary teachers from a school in Macau were interviewed regarding how Nearpod has assisted them in teaching STEM. Epistemic Network Analysis (ENA) was employed to model teachers' perspectives. The current study found that Nearpod enhances student participation in class as it provides interactive and immersive learning experiences. Through features such as virtual reality simulations, interactive quizzes, and collaborative activities, students are actively involved in the learning process, fostering their curiosity and interest in STEM topics. Additionally, Nearpod facilitates various instructions by allowing teachers to tailor content and assessments to meet the different needs of students. With the ability to deliver multimedia-enhanced lessons, such as videos, audio recordings, and interactive slideshows, Nearpod allows students to access the materials effectively and at their own pace. Moreover, Nearpod promotes real-time assessment and feedback, enabling teachers to monitor student progress from time to time. In conclusions, from the identified benefits of using Nearpod in STEM classrooms, we encourage teachers to incorporate the tool in teaching iSTEM.

10:30-10:55

82468 | *Comperative Study of Polling Software Impact on English L1, L2 Students Within Ukrainian and English Universities*

Oksana Hubina, University of Leeds, United Kingdom
Maryna Boichenko, Sumy State Pedagogical University named after A.S. Makarenko, Ukraine

The paper reveals the impact of implementing polling software in teaching English L1, L2 students within Ukrainian and English universities. The authors investigate learning opportunities provided by means of real-time polling. The article argues that polls enable an interactive environment, immediate feedback, student self-measurement, creative topics for positive peer discussion and ideas for enhancing future classroom-based activities. The study was conducted among the undergraduate students of Sumy State Pedagogical University named after A.S. Makarenko (Ukraine) and University of Leeds (UK). The total number of respondents was 83 people. The main method of collecting data was survey of English L1, L2 students by using the structured questionnaires to determine the advantages of incorporating the online real-time polling into their lessons. Data on the inputs, outputs and outcomes of polling software programs from both official documents and questioning participants was collected and measured. Actual benefits (students active engagement, better understanding of the material, regular assessment, immediate feedback), as well as potential risks (polling overload; not enough positive-to-change teaching staff of a problem-solving disposition; lack of alignment with tutor's teaching philosophy of online learning process) were assessed. The study reveals the priority of these tools that lies in their ability help explain complex topics more accessible, give a tutor an objective information about student understanding of the material and, therefore, provide an appropriate timely feedback.

11:10-12:25 | G08 (Ground Floor)
Sunday Onsite Parallel Session 2
Interdisciplinary, Multidisciplinary & Transdisciplinary Education
Session Chair: Evgeny Pyshkin

11:10-11:35

82568 | *Using Neuroscience Technology to Explore the Influences of Different Teaching Sequences of 2D and VR on Students' Astronomy Learning Performances*

Chin-Fei Huang, National Kaohsiung Normal University, Taiwan
Pei-Hsuan Ko, National Kaohsiung Normal University, Taiwan
Shu-Hua Yeh, Bath Spa University School of Education, United Kingdom

The emerging virtual reality (VR) astronomy teaching instruction is often combined with traditional 2D materials to facilitate learners' experiences and performance. The purpose of this study is to use EEG to explore the influences of different teaching sequences of 2D and VR on students' astronomy learning performances. Total of 24 participants were randomly assigned to Group A learning the solar system lesson through a 2D text-book followed by a 3D video in a VR device, or Group B learning with VR device first followed by 2D instruction. They were Smart BCI EEG caps to measure their attention level during this process. Both groups completed pre-, mid-, and post-tests to measure learning performances after each type of instruction. The results show that, in terms of brain attention, there is no significant difference of alpha wave associated with attention signals between group A and group B. The learning performances of both groups showed an overall improvement with no significant differences between the groups. There was a decrease of test score in Group A after VR followed by 2D instruction, whereas the test score in Group B continued to rise after 2D followed by VR. These findings show that instructions in the sequence of VR then followed by 2D improved learner performances. The implication of this study provides practical suggestions in designing VR and 2D astronomy teaching practices.

11:35-12:00

80631 | *Breaking Boundaries: Exploring Engineering Faculty Perceptions of Transdisciplinary STEM Education*

Hebah Alamr, Prince Mohmmed bin Fahd University, Saudi Arabia

This research paper explores the perceptions of engineering faculty about transdisciplinary STEM education. The importance of transdisciplinary STEM education, where disciplinary boundaries dissolve, comes from the authenticity of learning when STEM is taught with real-world, ill defined, wicked problems. Where students find relevant and authentic solutions when learning by navigating between STEM disciplines as well as other disciplines. In this paper, the researcher interviewed five engineering faculty from three different engineering departments. The data shows that faculty's understandings about transdisciplinary STEM education are related to the specific fields of engineering. Faculty from civil engineering and architecture use integrative STEM approach in several levels of integration. While in electrical engineering, STEM integration is less present and boundaries are more solid. The justification behind the different levels of integrations, according to the data, is the nature of the courses taught, and the nature of the field of engineering. This research will contribute to the on growing research about transdisciplinary STEM education and its importance in delivering authentic learning experience to students in all levels of education.

12:00-12:25

80713 | *The Arts for Computing: Broadening Horizons with Metaphors from Melodies, Masterpieces, and Manuscripts*

Evgeny Pyshkin, University of Aizu, Japan
John Blake, University of Aizu, Japan

Arts shift technocratic societies to humanized technologies, mirroring the importance of computer education for non-engineers with arts literacy for IT professionals. The digital transformation through AI affects society and individuals, necessitating cross-disciplinary efforts to blend engineering with non-engineering fields effectively. In standard computer technology curricula, few courses introduce the arts to students. Developing students' appreciation for art extends their creative and critical thinking horizons and is vital for becoming professionals. Beyond technical competence, this includes respecting human perception of new technologies and the humanistic aspects of technology-driven communication. Many technology and engineering students are strongly focused on professional pragmatism. They often lack passion for the arts, including painting, music, architecture, literature, and performing arts, and seldom visit museums, exhibitions, or concerts. Yet, showing them how art metaphors apply to engineering could extend their technical expertise. Our study shares an experience of introducing arts in scope of traditional ICT classes, where the essential topics from the domains of data management, programming, information retrieval, and natural language processing are introduced with the help of art metaphors; thus, as we hope, provoking the further interest of our students to art and cultural studies. We illustrate how the works of Rembrandt, Botticelli, Basho, Shakespeare, Malevich, Tchaikovsky, Chopin, Aalto, and others can enrich computer science classrooms. By discussing the advantages and limitations of generative AI, multimodal language learning solutions, or software analysis and design; we aim to encourage our students to explore the exciting worlds of classic, modern, and contemporary art.

12:40-14:20 | G08 (Ground Floor)
Sunday Onsite Parallel Session 3
Technology & Education
Session Chair: Salome Gureshidze

12:40-13:05
80766 | *Digital Naratology as a Tool of Creating a Sustainable Learning Experience in Higher Education: Expectations & Limitations*
Hadeer Aboelnagah, Prince Sultan University, Saudi Arabia

Digital Humanities as an emerging interdisciplinary area of study and academic inquiry remains open for extensive exploration and potentialities. In his "New Horizons for the Study of Propel; Interdisciplinary, Internationalization and Innovation" Chad Garfield anticipated that Digital Humanities will be the leading edge of re-imagining higher education in the twenty-first century for the promising ability to move beyond the epistemological dichotomies of the late 20th century (153, 2014). Narratology of the past has been the domain of humanities studies for long. Currently with the advent of digital humanities and VR (Ramy, 2015), the possibilities are wide open for the recreation of historic narratives that allows for an active interaction between memory, space, and metaspace (Wang, 2019). It crosses the boundaries and conventions of traditional learning and provides models of collaborative creativity (Daskolia, 2015). Additionally, Digital Humanities introduces examples of the employability of digital narratives and VR as educational tools that can allow the reliving of past experiences and creating future relations with space and time. The objective of the study is to explore the possibilities that digital narratology may open to the classes of humanities in higher education. It examines its expectations and limitations in creating sustainable educational experiences and the occupation of the metaspace. Further, it analyzes a case study of the learning endeavors of students' experiential learning through creating their own digital narratives as a model of collaborative learning. Through a qualitative approach, the study assesses the utilization of creating digital narratives in a class.

13:05-13:30
82891 | *The Differences of Learning Outcomes and EEG-Based Cognitive Load of Processing 2D-VR Astronomy Learning-Materials Between Students with Different Spatial Abilities*
Chin-Fei Huang, National Kaohsiung Normal University, Taiwan
Chloe Shu-Hua Yeh, Bath Spa University, United Kingdom
Chao-Chun Ke, National Kaohsiung Normal University, Taiwan

Virtual reality is a powerful instructional design to support astronomy learning in science education. Learners with different spatial abilities may vary in learning outcomes due to processing information of 2D and VR learning materials differently. This study aims to explore the differences of learning outcomes and the cognitive load of processing 2D and VR astronomy learning materials between students who differ in spatial abilities. Twenty-four university students (males = 11; mean age = 25) participated in this study. All participants completed the spatial ability questionnaire and a pre-test prior the experiment. While connected to an electroencephalogram (EEG) Smart BCI system, they watched a 2D and a VR display of identical astronomy learning material respectively, followed by a post-test. The parietal theta wave as recorded as the cognitive load index (CLI). The results showed no significant difference of learning performance after watching the 2D and VR learning material between high spatial ability (HSA) and low spatial ability (LSA) groups. However, cognitive load in the LSA group was higher than HSA group when reading 2D learning materials. These findings have implications for understanding the cognitive processes of 2D and VR astronomy lessons and for advancing the science instructions using VR.

13:30-13:55
80863 | *Graphic Visual Storytelling for Higher Education: A Transnational Project*
Subir Dey, Indian Institute of Technology Delhi, India
Eleanor Chiari, University College London, United Kingdom

In today's world, visual communication is a part of daily life for learners. However, traditional teaching and evaluation approaches in social sciences and humanities often overlook visual thinking and production. To address this gap, our year-long collaboration with seed funding from UCL and IIT Delhi focused on developing new teaching techniques for helping students and scholars think visually and disseminate their ideas graphically. As computational language models threaten traditional forms of assessment, graphic visual storytelling offers an exciting new avenue for creative evaluation. We conducted workshops at UCL and IIT Delhi, teaching hands-on learning models for producing graphic visual narratives that are engaging for 21st century audiences. Our exercises integrated design thinking, visual semiotics, and cultural studies, fostering opportunities for collaborative learning and creating safe spaces in the classroom. Our paper presents our findings and practical examples to inspire colleagues and students to use graphic visual storytelling in their teaching and learning practices.

13:55-14:20
82398 | *Effectiveness of Using Video Recording to Improve Students' Speaking Skills*
Salome Gureshidze, International Black Sea University, Georgia

Speaking is a major skill to be acquired in the classroom. Improving students' ability in speaking is considered as one of the minor problems faced by ELT teachers nowadays. Learners face difficulties in speaking including their pronunciation, accuracy and fluency. Moreover, students are afraid of making mistakes and they are stressed after they identify weaknesses in speaking. The paper attempts to measure the effectiveness of using video recordings for developing speaking skills. Implementing video recording tasks in the classroom can be used for mastering speaking. This research was carried out at English Language Centre (Cambridge Education Corner) in Georgia. The sample were 40 students aged from 10 to 13. The level of the students was A2. The data obtained were qualitative and quantitative. The data gained were based on the observations and interviews with the students. The qualitative data were gained from the speaking tests. Speaking rubrics were prepared by the teachers and the students were tested before and after the study. The qualitative data were obtained from the participants of the study. To discover the effectiveness of using video recordings, questionnaires were analyzed. The results expressed that for improving students' oral proficiency, integration of oral recordings is effective. Although it was discovered that video recordings encourage students to take part in speaking activities efficiently and confidently. Students find video recording activities interesting and motivating, as the tasks were mainly authentic and was connected to real life.

14:35-15:50 | G08 (Ground Floor)
Sunday Onsite Parallel Session 4
Digital Literacy

Session Chair: Jing-Yi Lu

14:35-15:00
81591 | *Digital Literacy Evangelist in Rwanda: A case study of the Digital Ambassador Programme*
In Cheol Jang, Yonsei University, Mirae Campus, South Korea
Kevin Martin, University of Cambridge, United Kingdom
Bryan Maddox, University of Cambridge, United Kingdom

As one of the fastest-growing African countries, Rwanda has selected ICT and digital as central engines for its socio-economic development to become a knowledge-based middle-income country. Although the government emphasises ICT and digital innovation in the country's Vision 2020 and 2050 strategy, there are several barriers to spreading the benefits of ICT and digital across the country. The Rwandan government has concluded that the low digital literacy of its population is the primary factor limiting the achievement of Vision 2020 and 2050. In doing so, it has planned large-scale investments in providing digital skills to the population, and the Digital Ambassador Programme (DAP) is a representative example. Although this programme was officially launched in 2017, it has not yet been studied to understand its effects at the local level. This study aimed to explore the DAP's challenges to ensure its sustainable implementation. To do so, we first identified how the Rwandan government conceptualises digital literacy to achieve socio-economic development. It then analysed what the Rwandan government has failed to consider in designing and applying the DAP compared to the WEF's Digital Transformation Framework in improving digital literacy. In conclusion, the paper provides policy implications for Rwanda to enhance digital literacy and achieve digital transition through the DAP.

15:00-15:25
82860 | *Exploring Innovative Pedagogies for Collaborative Learning in Online Environments: Lessons from the Flipped Classroom During COVID-19*
Tami Seifert, Kibbutzim College of Education, Israel

The Covid-19 pandemic necessitated a rapid transition to online learning environments, underscoring the importance of digital pedagogy and effective utilization of online tools. This presentation describes a course teaching unit, carried out in a teacher education college in central Israel, that aims to develop techno-pedagogical skills in different disciplines, fostering independent and collaborative learning. The unit constituted modelling for the flipped classroom strategy using constructivist teaching. The teaching unit is part of the course, "Teaching and Learning in Innovative Environments". This course facilitated practical techno-pedagogical knowledge acquisition over a semester, incorporating Moodle-based asynchronous and synchronous activities. A flipped classroom model, integrated with the Jigsaw method, was employed to promote collaborative group work and shared knowledge construction. Utilizing a qualitative approach, the presentation analyzes student-teachers' journals to uncover insights into the learning processes, outcomes, and efficacy of the flipped classroom approach in fostering collaborative learning. The unit was applied with 35 student-teachers from different disciplines online due to the Covid-19 pandemic. The teaching method of the unit is described through the humanist theoretical lens, while highlighting the teaching and learning processes, the content knowledge, the techno-pedagogical environments and the learners' reflective insights. This process consolidates pedagogic models of teaching and learning methods according to a humanist, constructivist approach in an online learning environment.

15:25-15:50
82506 | *The Relationship Between the Online Learning Difficulties and Self-Efficacy Among Middle-aged and Older Adults in Taiwan During the Covid-19 Pandemic*
Jing-Yi Lu, Asia University, Taiwan

All educational institutions, including senior education, closed during the pandemic. Taiwan's Ministry of Education encouraged active aging centers to develop online courses supporting the physical and mental health of the elderly. This research examined middle-aged and older adults' difficulties and self-efficacy in transitioning to online learning during the COVID-19 pandemic. This research drew on a sample of 271 participants who engaged in online learning during the COVID-19 pandemic at active aging learning centers in Taiwan to measure the difficulties and self-efficacy of online learning. The survey data underwent statistical analysis, including t-tests, one-way ANOVA, and Pearson correlation, to explore the relationship between personal background variables and participants' difficulties and self-efficacy in online learning. The findings were as follows: 1. Participants encountered moderate difficulties in online learning, particularly in course design and teacher interaction. However, their self-efficacy was above average, and they recognized the value of online learning. 2. Before the pandemic, participants had prior learning experiences with online courses or related features, and their daily internet habits influenced their difficulties and self-efficacy in online learning. 3. Participants from different residential areas, educational levels, or perceived health conditions experienced significant differences in online learning difficulties. Additionally, during the pandemic, the number of online courses attended by participants was found to impact their self-efficacy. 4. Higher difficulties in online learning correlate negatively with self-efficacy, suggesting that individuals facing more significant challenges tend to have lower self-efficacy. The findings can provide the government, senior education institutes, and teachers to develop relevant policies and online courses.

16:05-17:45 | G08 (Ground Floor)
Sunday Onsite Parallel Session 5
Mathematics Teaching Experiences
Session Chair: Erh-Tsung Chin

16:05-16:30
No presentation scheduled

16:30-16:55
79817 | *Transformative Synergy: Exploring the Intersection of AI and Math Education*
Roger Nakad, Notre Dame University Lebanon, Lebanon

The presentation elucidates the varied applications of AI in math education. It investigates the dynamic interplay between Artificial Intelligence (AI) and mathematics education, examining the transformative potential that emerges when these two fields intersect. In my numerical analysis course, Artificial Intelligence (AI) was integrated to enhance the learning experience and facilitate problem-solving and code-writing. Not all equations involving a single variable can be solved analytically, and finding integrals and derivatives isn't always straightforward. Numerical tools provide methods for solving equations and computing integrals/derivatives, but with the integration of AI, these tools have become faster and more comprehensive, offering all details with a single click. This demonstrates that students were able to approach complex mathematical problems with greater efficiency and effectiveness. For example, AI-powered symbolic math solvers were used in the course to guide students through intricate mathematical equations step-by-step, aiding in their understanding and solution process. Moreover, and instead of basic programing languages, predictive analytics models were employed to anticipate students' performance and customize interventions accordingly. In addition to AI-driven tutoring systems, coding solutions for equations, integrals, derivatives, became simpler, with mistakes easily identified and corrected. As result, the integration of AI in the numerical analysis course not only enriched students' understanding of mathematical concepts but also equipped them with valuable coding skills in utilizing cutting-edge technologies for problem-solving in mathematical contexts. Furthermore, there has been an improvement of 38% in the course learning outcomes, with 85% of students reporting increased comfort and familiarity with mathematics and computational/coding skills.

16:55-17:20
81951 | *The Crossroads Between Two Theories: A Model for Early Geometry Teaching and Learning*
Jogymol Kalariparampil Alex, United Arab Emirates University, United Arab Emirates

The geometrical thinking levels of van Hiele theory for geometry teaching and learning and the mathematical knowledge for teaching by Deborah Ball and her team for teacher knowledge in mathematics teaching are known to be the ideal frameworks in unpacking the different types of knowledge a teacher needs to possess. A systematic review on the recent literature on these two theories calls for an embedded model for addressing the student teachers' own specific knowledge and the levels of geometrical thinking in the geometrical concepts relevant to the course in mathematics education for young children. Inspired by the two theories, this paper reports on the embedded model utilized in the preparation of 41 student teachers who are currently undertaking the mathematics education course in early childhood education in a university in the UAE. Instructional activities based on the embedded model developed for the student teachers' understanding of early geometric concepts they need to teach offers directions in addressing the complex knowledge in early geometry teaching. This ongoing study has its scope in early childhood mathematics education due to its critical role in the quality preparation of prospective teachers on how to support young children's foundations in early geometry.

17:20-17:45
82809 | *The Influence of CPS Mathematical Writing Integrated into Senior High School Mathematics Courses on High Achievers' Mathematical Literacy*
Cheng-Hua Tsai, Taichung Municipal Taichung First Senior High School, Taiwan
Erh-Tsung Chin, National Changhua University of Education, Taiwan

This study aims to explore the teaching manifestation of mathematical writing integrated with Creative Problem Solving into senior high school mathematics courses, and probing its influence on high achievers' mathematical literacy. Through a quasi-experimental research design, the differences in students' performances on mathematical literacy before and after receiving CPS mathematical writing and didactic teaching are investigated. The research subjects are four 10th-grade classes of a senior high school with students of PR93 in the national senior high school entrance mathematics examination, while two classes of eighty-four students are the experimental group, and the other two classes of eighty-seven students are the control group; the duration of experimental instruction is six weeks of twenty-four classes; both groups take a pre-test and a post-test of mathematical literacy before and after the experimental instruction, respectively. The quantitative data analysis mainly includes independent and paired sample t-tests, one-way ANCOVA, and the corresponding effect sizes (Cohen's d and partial eta squared). Besides, the teaching video records, students' responses to worksheets and mathematical literacy tests, and the semi-structured interviews with students are analysed to provide evidence to support the interpretation of the quantitative analysis. The research results show that: CPS mathematical writing teaching (1)could be implemented in senior high school courses;(2) could improve senior high school high-achievers' mathematical literacy significantly better than didactic teaching; (3) could improve different levels of senior high school high-achievers' mathematical literacy; (4) is just literacy-oriented teaching which might be able to be conducted in other senior or junior high schools.

Notes

09:15-10:55 | G09 (Ground Floor)
Sunday Onsite Parallel Session 1
Leadership & Entrepreneurship in Education

Session Chair: Pamela Ochieng

09:15-09:40
81499 | *Entrepreneurship vs. Intrapreneurship? How Do Today's Students Perceive the Two Concepts in Terms of Access to the Labor Market*
Daniel Munteanu, Transilvania University of Brasov, Romania

As an integral part of the process of integrating graduates into the labour market, the university fulfils several roles, including: trainer and creator of skills, by providing educational support for students, career counsellor by providing career guidance means and tools to support students in their career choices, responsible for monitoring the process of professional insertion of graduates, by following the occupational path of graduates, in order to contribute to the continuous adaptation of the educational offer to the requirements of the labour market. In recent years, there has been a real imbalance between the university study choices of high school graduates in European higher education and beyond, with fewer young people going to technical colleges than to non-technical ones. In this respect, in many universities, the inclusion of elements of entrepreneurship in the curriculum of technical specialisations has led to a reconsideration of young people's interest in polytechnic schools. Thus, a young person could successfully combine technical and entrepreneurial skills upon graduation, with a wide opening to the labour market, more specifically by being able to choose between developing their own business and proving their entrepreneurial skills in an organisation (company) as an intrapreneur. The paper presents, for the specific case of Transilvania University of Brasov, the general evolution of the labour market insertion process of graduates in recent years, respectively the university's strategy to support the preparation of students, both towards labour market positions requiring either intrapreneurial or entrepreneurial skills.

09:40-10:05
82751 | *Entrepreneurship and Creativity in Education: Why Current European Educational Reforms Are Aiming in the Opposite Direction?*
Barbara Stamenković Tadić, Italian School for Fashion and Design, Croatia

The paper problematizes current European educational reforms that, under the agenda of European qualification framework, aim at establishing occupational and qualification standards. While providing a mechanism for measurement, evaluation, and comparison of qualifications and learning outcomes between the state members, enabling permeability in education for EU citizens in and across the member states, it is also creating an overly rigid, slow, traditional, and bureaucratically burdened system of education that cannot address the market and societal needs for extremely fast transformations and adaptations required by 4IR. On one side, 4IR requires innovative and creative approaches from education stakeholders, dedicated to providing highly transversal skills with emphasis on critical, entrepreneurial, and creative thinking for majority of occupations that do not exist at present time and even cannot be anticipated, regarding necessity for a few changes in technological ecosystem and even of professions in an individual's course of life. On the contrary, the current educational reforms with top-down approach aim at standardization of present occupations and formalization of qualification framework that overly predefines educational goals, thus diminishing creative and entrepreneurial potential of educational stakeholders and prolonging adaptation to 4IR. There is a justified concern that the key words in European educational strategies such as creativity, innovation, entrepreneurship, autonomy, and responsibility of stakeholders have only nominal meaning with little potential for real impact. The aim is to raise awareness and encourage discussion about these discrepancies, corroborating it with examples and experiences from our adult learning institution.

10:05-10:30
80186 | *Leadership Skills and Managerial Competencies of Junior Executives in Selected Government Agencies in Metro Manila: Basis for Executive Development Program*
Jonathan Chiong, Mandaluyong College of Science and Technology, Philippines
Ariel Bartolata, Mandaluyong College of Science and Technology, Philippines
Jayces Francisco, Mandaluyong College of Science and Technology, Philippines
Rosel Francis Santos II, Mandaluyong College of Science and Technology, Philippines

"LEADER" and "IGNITE" are comprehensive approaches that aim to enhance collaboration and improve individual, team, and organizational performance. These training programs go beyond surface-level behaviors to address underlying issues that hinder progress and motivation. In this study, the leadership abilities and managerial proficiency of junior executives in government agencies in Metro Manila, Philippines, were investigated with the goal of providing practical recommendations for organizational and professional development. Through this study, key concerns were identified, including the need to improve communication and collaboration skills, enhance delegation and teamwork abilities, establish clarity on responsibilities and priorities, and strengthen analytical and decision-making skills. To address these concerns, the programs LEADER and IGNITE have been designed to improve these skill areas and develop the leadership and managerial competencies of junior executives. This study contributes to the fields of leadership development, executive education, government agencies, junior executives, and managerial competencies. By shedding light on the specific skill areas that need improvement among junior executives in government agencies, valuable insights were provided for both organizational and individual growth. The proposed programs were developed through questionnaire validation and reliability testing, using statistical analysis such as the T-test, analysis of variance, and Pearson-r. These programs offer practical solutions to enhance the leadership abilities and managerial proficiency of junior executives, ultimately contributing to organizational, individual, and team effectiveness and success. Overall, the study highlights the importance of addressing underlying issues and providing targeted training and development programs to improve collaboration and performance.

10:30-10:55
82853 | *Life Long Learning as a Synergy to Industry Partnership for Graduate Teacher Employability in Kenya: ADDIE Model Approach*
Pamela Ochieng, Mount Kenya University, Kenya

The COVID-19 pandemic emphasized the essence of developing cognitive, creative, social and emotional skills other than technical, or task-oriented skills due to the abrupt shift in the work environment. Job-skill match serve as an indicator of an individual's psychological, social, and economic well-being, firm productivity, and economic growth. The study utilized the Theory of change as advanced by Reeler (2007). The objectives were; i) to explore the mechanisms of lifelong learning in Teacher education programs in universities in Kenya ii) to examine the industry partnerships and their significance in lifelong learning in relation to graduate Teacher employability and, iii) to develop a framework for review of Teacher education programs attributed to identified needs using the ADDIE model. The study utilized an eclectic approach focusing on descriptive survey design. Sample comprised two public and private universities in Kenya. the participants comprised Eight deans of schools, twelve heads of sections and 400 students The findings revealed that policy and organization act as a catalyst in enhancing lifelong learning and partnerships with the industry. The study concluded that promotion of Job-Skill match between industry and teacher graduate require creation of sustainable relationships among stakeholders and that the teacher policy need to ensure an adequate supply of teachers that match demand, with the available candidates selected for employment, and ensure that individual institutions including those in disadvantaged areas, have the teachers they need. The critical policy indicators were both qualitative and quantitative. The findings are significant to educators, policy developers and policy implementers.

11:10-12:25 | G09 (Ground Floor)
Sunday Onsite Parallel Session 2
Leadership & Professional Development in Education
Session Chair: Obby Taufik Hidayat

11:10-11:35
80770 | *Autonomy-Guided Professional Development in Higher Education*
Nilüfer Ülker, Istanbul Technical University, Turkey
Pınar Kır, Istanbul Technical University, Turkey
Esra Meşe, Istanbul Technical University, Turkey

Continuous Professional Development (CPD) has been one of the cornerstones of quality assurance and improvement practices as monitored by accrediting bodies. With many studies reporting inefficiency of traditional CPD methods, institutions are in pursuit of forming their new CPD agendas that are context-sensitive. With this in mind, this case study reports the findings of a newly-launched CPD program in an effort to integrate teacher autonomy into CPD at the School of Foreign Languages of a Turkish university. Specifically, the program offered the instructors four CPD activities to select from after analyzing previous semesters' feedback forms, conducting an extensive literature review and consulting to the institution's CPD coordinators to determine the feasible CPD methods. Teacher trainer observation (TTO), peer observation (PO), self-reflection (SR) , and teacher exchange (TE) were offered as alternative CPD activities. The data were collected from 123 instructors during the two terms when the system was implemented. The data analysis was conducted based on CPD documents of instructors' selected activities, thematic analysis of interviews regarding the implementation of the new system and the patterns found in the document analysis. The findings showcased SR was the most preferred activity during both semesters whereas TTO was not selected at all. Among those who completed a CPD activity in both semesters, about half of them tried out a new method while the other half selected the same method for both semesters. The thematic analysis provided insights into these patterns and instructors' perceptions towards the integration of autonomy into CPD activities.

11:35-12:00
80274 | *Peer Coaching as Situated Professional Development for Technology Integration in Higher Education*
Esra Meşe, Istanbul Technical University, Turkey
Derin Atay, Bahçeşehir University, Turkey

With growing evidence regarding the efficiency of situated and context-sensitive professional development (PD), more sustainable, on-site, active learning oriented practices have become popular. Peer coaching as a PD activity provides a viable alternative; it is defined by contextual affordances, initiated by teachers, collaborative in nature, inquiry-based, and suitable for PD needs of university academic staff. The present case study was conducted with six instructors in the English preparatory program of a competitive state university in Turkey. The peers were experienced EFL instructors who believed they had a limited kit of ed-tech tools and were looking to diversify their repertoire of strategies for tech-enhanced lessons. The design of peer coaching based PD was guided by Wenger's (1999) conceptualization of community of practice: the peers worked with one of the researchers, who provided them with knowledge and resources for technology integration. The peers had a shared repertoire to work towards their goals in their joint enterprise and all parties were mutually engaged in reflections and efforts for technology integration over the process. Data came from participants' lesson plans and ongoing reflections through the process. Inductive analysis of the data revealed the program helped the participants to expand their repertoire of educational technologies to boost student engagement, make lessons more fun and monitor student progress in the classroom. The participants also mentioned challenges related to time, their peers and their teaching context. The study has implications for PD of mid-career instructors in higher education.

12:00-12:25
83164 | *Leadership Development in Higher Education Through Service Learning in Indonesia Context*
Obby Taufik Hidayat, Universitas Muhammadiyah Surakarta, Indonesia

In the fourth industrial revolution, to become intelligent citizens and actively contribute to the country, the younger generation needs to have good soft skills, especially those related to leadership skills. However, at the higher education institution level, many students need to gain direct experience in leading either on campus or outside campus. This paper aims to develop leadership skills in higher education through service learning in the context of Indonesia. A case study with qualitative approaches is used in this research, and the subjects are ten students and a lecturer from one university in Surakarta, Indonesia. This research describes that service learning can effectively develop leadership skills, especially problem-solving and communication skills. The success of service learning brings psychological changes that are shown in students' soft skills. This study provides insights and solutions that can be used to reduce the failure of students to lead themselves toward better life decisions by mastering leadership skills in this era.

12:40-14:20 | G09 (Ground Floor)
Sunday Onsite Parallel Session 3
Higher Education
Session Chair: Hessam Mirgolbabaei

12:40-13:05
83085 | *Using Data from Students' Self-reflections to Support STEM Teaching in Higher Education*
Ben Lishman, London South Bank University, United Kingdom
Nadia Gaoua, London South Bank University, United Kingdom

All students at London South Bank University are asked to complete a Personal Development Plan (PDP), and this year over five thousand students have done so. The PDP asks students a series of questions which help assess students' confidence and areas of need. This allows us to support each individual student and to understand trends in students' self-analysis across disciplines and cohorts. In this presentation, we compare cohort-level PDP results across the School of Applied Sciences and the School of Engineering. From this comparison between Applied Sciences and Engineering, we find for example, that 75% of engineering students express confidence in asking for help, compared to only 67% of applied science students. However, engineering students are somewhat more likely to say they are considering interrupting or withdrawing (11.3% compared to 10%). We can also use the data to understand potential barriers to learning. For example, our engineering students are more likely to be working for over twenty five hours a week, and more likely to say they have a challenging home environment, or parenting or caring responsibilities. We show how insights like these, collected through the PDP data, can also lead to increased understanding of similarities and differences between groups at the course level, and support course leaders' and personal tutors' action planning. This increased understanding can also feed into course and module design, and into cohort-centred support by university support services. This helps us help students to achieve their goals at university and beyond.

13:05-13:30
78124 | *Data-Enabled Flipped Learning to Help Engineering Students in Differentiated Instruction Context*
Ying-Wei Leong, Singapore Polytechnic, Singapore

This paper documents the author's application of data-enabled flipped learning (DEFL), to enhance quality teaching in a differentiated instruction context. To cater for his module in the school of Mechanical & Aeronautical Engineering, he customized the Singapore Polytechnic (SP) generic model into his DEFL model of quiz (1st step), intervention (2nd step) and survey (3rd step). Via learning analytics dashboards of SP's learning management system, data from online diagnostic quizzes (1st step) enabled the author to implement differentiated instruction for his engineering students. Customized in-class interventions (2nd step) were enabled for three differentiated student categories, namely "OK", "Not OK" and "At-Risk" students. These interventions involved pastoral care, supplementary lesson and in-class feedback provided by the author to students, guided by his evidence-based reflective practice (EBRP) checklist. The ten core principles of learning embedded in his EBRP checklist, coupled with its inherent evidence-based approach, was a structured template to quantify and enhance quality teaching. Lastly, online surveys (3rd step) via SP's learning management system provided regular and timely student feedback, and enabled formative evaluation to lecturers. Overall analysis of both qualitative and quantitative data collected from students (n=164) and lecturers (n=7) involved in the 3-semester pilot run largely supported the use of DEFL in pedagogy. Limitations were discussed under reflections, reminding lecturers of noteworthy points when performing DEFL. This paper concludes with a quote from Singapore Minister for Education's public speech, demonstrating the fruitful implementation of DEFL in SP.

13:30-13:55
82921 | *Validating the United Kingdom National Student Survey (NSS) for University Students in Hong Kong*
Chih Nuo, Grace Chao, Saint Fancis University, Hong Kong
Sim Wan Annie Bligh, Saint Francis University, Hong Kong
Tit Wing Lo, Saint Francis University, Hong Kong

The United Kingdom National Student Survey (NSS) has been widely recognized as a reliable instrument for assessing students' academic experiences at the university level. In this study, we aimed to adapt the NSS for Hong Kong students and validate the instrument in a sample of undergraduates studying in a Hong Kong private university during the academic year 2022-2023. The researchers adapted the NSS specifically for Chinese students (NSS-SFU). By adapting the NSS, we ensured that the survey questions were culturally appropriate and relevant to the educational context, especially from the student's perspective in this university. The survey was administered to 826 final-year students in English language. Adequate internal consistency was observed for eight subscales. Moderate to high correlations (r = .69 - .85) were found among all the subscale scores and between the subscale scores. Explanatory factor analysis (EFA) and item analysis were applied to identify items for deletion and investigate the scale's factor structure. EFA results showed eight factors on which items were loading, explaining 88.09% of total variance. The results of Rasch analysis indicated that items of each dimension measured the same latent trait. Items in each subdomain fit the Rasch model well, with both Infit MNSQ and Outfit MNSQ scores in the acceptable range (0.5 - 1.5). The item reliability of each dimension was above .89. It is concluded that the NSS-SFU is a valid and reliable measure for assessing Hong Kong students' perceptions of academic quality.

13:55-14:20
82972 | *Empowering Diversity in Engineering: The Role of Individualized Computational Projects*
Hessam Mirgolbabaei, University of Minnesota, United States

In senior-level engineering courses, the integration of personalized computational projects marks a transformative shift towards inclusivity. This approach not only enriches the learning experience for traditionally underrepresented groups, such as LGBTQIA+ students and women, but also extends to all diverse backgrounds, promoting a broader spectrum of inclusivity. By aligning projects with students' personal interests and professional ambitions, this pedagogical strategy significantly boosts engagement and retention. Students become deeply invested in content that resonates personally, turning each project into a critical component of their educational journey. This method fosters autonomy and encourages students to actively shape their academic endeavors, equipping them to address complex engineering challenges through a computational lens. Enhanced technical skills, innovation, and problem-solving abilities are direct outcomes, fostering a dynamic and inclusive engineering community. To assess the effectiveness of this approach, our study employs quantitative and qualitative methods, analyzing engagement metrics and student feedback to evaluate its impact on learning outcomes and retention rates. The results underscore the importance of recognizing and nurturing individual potential within engineering education, proving essential for maintaining diverse representation in the field. This abstract outlines the potential of tailored computational projects to create a more inclusive and dynamic engineering community, demonstrating significant benefits across various dimensions of diversity.

14:35-15:50 | G09 (Ground Floor)
Sunday Onsite Parallel Session 4
Teaching & Learning
Session Chair: Linda Schwartz

14:35-15:00
80551 | *The Role of Critical Thinking Development in Citizenship Education: An Analysis of Kazakhstan's Integrated Education Reforms*
Sholpan Abdilda, University of International Business, Kazakhstan

The nature of citizenship education is defined through the word 'critical thinking'. Critical thinking plays a significant role in educating students to be socially active and to be aware of policy changes in a country. Kazakhstan has been focusing on developing critical thinking skills of students through the reforms in education, in particular, to develop active citizens. In 2015 Kazakhstan adopted a new educational curriculum that is focused on integrated learning. This research aims to examine the enactment of the new educational programme. Through a qualitative study, I analysed teacher's perspectives in enacting citizenship education policy. The data shows there is a direct influence of teachers' subjectivity and school context. Within the research, I also will show the experience of developing critical thinking skills in a school. The research delves into how schools have been fostering critical thinking skills among students and presents insights from one Kazakhstani school that promotes these abilities by integrating project-based studies.

15:00-15:25
80420 | *Teaching and Learning Public Discourses in an Era of Affective Polarization*
P. Darin Payne, University of Hawaii, United States

Many of us studying civic engagement and public discourses in Europe and North America are grappling with the emergence of radically increased "affective polarization," a phenomenon that is central to a relatively recent shift in political and social life, one marked by ideological dogmatism, hyperpartisan identifications, the spread of post-truth, and the rise of deep oppositional antagonisms among the populace. This paper offers the outlines of a pedagogical framework to help teachers of art and humanities courses better understand how to critique and intervene in moments of affective polarization with their students. Drawing conceptually on recent public sphere theories by Patricia Roberts-Miller and Robert Asen, as well as on theories of affective polarization by Shanto Iyengar, James Druckman, and Matt Levendusky, the paper provides models of critical media analysis and digital participation in public discourses--models designed to reveal and counteract the workings of affective polarization, particularly those made mundane and invisible in and by mass media. With its narrowed scope on intervening in mass media discourses, the paper provides an opening for a deeper examination of how public discourses are being shaped by algorithmic and material conditions of social life, as well as for an interdisciplinary discussion among arts and humanities scholars of our shared responsibilities–and opportunities–for critiquing and shaping culture in productive ways, both within and beyond higher education.

15:25-15:50
79407 | *Free Speech, Political Correctness and the Liberal University: Claiming a Proper Space for Equity, Diversity and Inclusion in the Academy*
Linda Schwartz, Booth University College, Canada

Universities have become contested spaces where those who defend the right to free speech are confronted by various voices that demand representation in language and forms of visibility that have been historically suppressed across the academy. Far from Cardinal Newman's notion or "idea of a [liberal] university" (1925), oppositional forces both claim to be acting from the margins of academic discourses; each declares the other dominates the University's agenda to the detriment of the institution. But neither articulates a position that adequately captures or situates complex tensions that play along the lines of dominant cultural narratives. Terry Eagleton (2003) has observed that there have been no significant political or ideological forces of currency on a revolutionary scale that have shaped the academy since the cultural upheaval of the 1970s revolutions that demanded an end to modernist meta-narratives with critical, creative inquiry that called those narratives and the ideologies that grounded them into question. Eagleton contends that we have entered a post-revolutionary malaise in the academy: in the long wake of the postmodern turn, there is no meaningful currency or space for vigorous debate and the academy is paralyzed and lacks purpose. What happens to scholarship "after theory"? Is there a space for dialogical practices in the academy? Other scholars (Côté and Allahar, 2011; Bok, 2017; Critchley, 2010) note that previously marginalized voices have become the dominant voices that now control and limit perspectives that are radically different from their own. Is this a satisfactory re-framing of the current cultural narrative?

16:05-17:45 | G09 (Ground Floor)
Sunday Onsite Parallel Session 5
Primary & Secondary Education
Session Chair: Elizabeth Wood

16:05-16:30
81034 | *A Review of Shortcomings that Impact Primary & Secondary Education in South Africa*
Mogoshadi Lynah Msiza, University of South Africa, South Africa

The structure of South African primary and secondary education by department of Basic education encompasses primary and secondary education. Primary education lasts for 6 years and is split up into 3 phases Foundation, Intermediate and Senior phase. After completion of the primary education, students are awarded the General Education and Training Certificate. After completing the secondary education, students are awarded Senior Certificate. South Africa post-apartheid has changed primary and secondary education pass rates of poor quality that is setting primary and secondary leaners into failure compared to government regime and other countries . That leads to most matriculants with standard and lower grade symbols were not accepted in many universities. The challenge began when current education structure of Basic education allowing learners to at least have, at least 40% pass in Home Language, At least 30% pass in the Language of Learning and Teaching (LOLT). This paper presents an argument and report that the current basic education system and the grading standard produce poor quality of learners who mostly do not qualify to study at a university level and overpopulated in public schools' classes. This paper applied secondary research methodology and the findings are based on existing literature, empirical and theoretical studies. The paper concludes that a pass rate in primary and secondary education needs change for the best quality, remove Life Orientation subjects in secondary schools and compare South African basic education pass rate with other countries to propose an alternative basic education system for South Arica.

16:30-16:55
82871 | *Emotional Colours: Exploring the Relationship Between Light Wavelengths and Emotional Activation to Enhance Memory Processes*
Elèna Cipollone, Niccolò Cusano University, Italy
Francesco Peluso Cassese, Pegaso University, Italy

The research project seeks to reassess and redefine the educational tools and environment to establish optimal learning conditions by harnessing the potential of luminous stimuli inherent in didactics. Literature has underscored how the wavelength of various colours correlates with differing levels of engagement in children, as it is associated with varied emotions experienced upon encountering the coloured stimulus (Ram, 2021; Gunes, 2020; Kramer et al., 2019). Consequently, owing to the strong link between emotion and memory, research has revealed how colours can positively influence the memorisation of concepts (Gole, 2022; Zhenzhen, 2022; Khan, 2020). The objective is to delineate the impact of coloured stimuli on the memory processes of elementary school children, through deliberate employment of red (700.47nm), green (546.09nm), and blue (435.79nm), chosen based on the heightened sensitivity of human eye photoreceptors (Bosten, 2022; Hussey et al., 2022; Liu et al., 2021). The study entailed an initial phase of individual-level colour-emotion association utilising a software capable of discerning the subject's emotion through facial muscle contractions. Subsequently, following customisation of the educational tools and environment, a mnemonic test was conducted to ascertain the memorisation of educational content. This pilot study, conducted on a sample of 134 primary school children, has yielded highly intriguing results, revealing that a conscious utilisation of colour within the educational context can indeed enhance mnemonic processes in 61% of cases. The project's potential lies in its considerable practicality and customisation, enabling the adaptation of the proposal to suit the specific needs and requirements of each student.

16:55-17:20
79164 | *Photovoice as an Emancipatory Praxis: Empowering Students and Teachers' Voices and Fostering Student-Teacher Partnership*
Avy Hemy, Levinsky-Wingate Academic College; Ben Gurion University, Israel
Assaf Meshulam, Ben Gurion University, Israel

Although the concept of student voice gained popularity in recent years, it has not been as successful as hoped for and students still feel voiceless. A significant reason for student voice initiatives' lack of success is teachers' reticence and even opposition to participate in a process that calls for shifts in power relations. Photovoice (Wang & Burris, 1997) is a photography-based participatory action research methodology in which participants photograph their daily lives to reflect their community's strengths and concerns and appeal to policymakers in the interest of social change. Given the potential inherent in the implementation of participatory photography strategies, this study sought to examine how and under what conditions the use of Photovoice may help students express their voices and influence their lives at school, deepens teacher-student dialogue and solidarity, and indirectly strengthens teachers' ability to express their own 'voice' and enhance their sense of self-worth and professionalism. We conducted nine Photovoice projects in two public elementary schools in the center of Israel. The findings indicate that when teachers and students are given opportunities to make joint decisions about their school lives, they become active partners in the construction of teaching, learning, and knowledge in the classroom. The study demonstrates that the use of photography as a mediating tool between teachers, students, and the school allows for an expanded understanding of power structures without feeling threatened. Photography becomes a liberating lever, transforming the sharing of students' 'voice' from a supervisory strategy to an empowering tool.

17:20-17:45
80870 | *Launching Educaré, a New Alternative School in Quebec, Canada: At the Five-Year Mark, What Have We Learned?*
Elizabeth Wood, McGill University, Canada
Frédérick Farmer, McGill University, Canada
Anthony Vandarakis, Lake Superior State University, United States

Following two years of intense planning, in 2019 the doors opened at Educaré, a small, alternative school in Mile-Ex, an area of Montreal characterized by its cultural, artistic, and socio-economic diversity. The intention of the school's three ambitious founder-educators was to establish an alternative school that 1. addresses the educational needs of students between the ages of 10 and 17 (grades four through eleven 2. is based on a vision of school that differs significantly from traditional school; and 3. responds to 21st Century students' learning needs. Drawing on the findings a multi-year federally funded research initiative*, this paper will provide a broad overview of the school's trajectory to date, poised as it is to celebrate its fifth anniversary. To do so, the paper will a) trace the origins of the school, b) overview the school's philosophical and curricular underpinnings; and c) identify key challenges faced, together with real or potential solutions, and d) summarize lessons learned to date. This research was made possible through funding from the Social Sciences Research Council of Canada (SSHRC) programs: Partnership Engage Grant 2019-2020, and Partnership Development Grant (2020-2024). (P.I. Dr. Elizabeth Wood)

Notes

09:15-10:55 | G10 (Ground Floor)
Sunday Onsite Parallel Session 1
Educational Technologies
Session Chair: Laura de Almeida

09:15-09:40

81449 | *English Vocabulary Acquisition for Engineers: Student-Created Multimodal Flashcards and Gamified Learning with Aritificial Intelligence*
Neil Edward Barrett, Southern Taiwan University of Science and Technology, Taiwan

Compared with general English vocabulary, engineering vocabulary is highly technical and challenging for students. Traditional vocabulary memorization and rote learning strategies have been criticized for promoting shallow learning and can lead to low motivation. Language learners are demanding more student-centered, self-directed learning as technology use has led to increased autonomy in language learning. This study utilizes student-created digital flashcards with AI and gamified learning for promoting vocabulary acquisition and motivating learners. This paper is a 6-month project into the development of student-created multimodal digital flashcards embedded in Quizlet. Students practiced vocabulary learning strategies, and the research team investigated which activities in the app led to increased vocabulary learning. The flashcards, instructional material, and instructional videos were developed and piloted in the first two months. A 12-week mixed methods study was conducted with two intact classes at an A2 proficiency level divided into a control and experimental group. The experimental group developed multimodal engineering vocabulary flashcards using drawings, AI, and online images. The control group used the same target words with instructor-developed multimodal flashcards. The learning app, Quizlet was used by both groups. Results showed that the experimental group had a significantly higher score demonstrating the effectiveness of student-centered flashcard development for Engineering English vocabulary learning. The students found developing the vocabulary flashcards to be an empowering learning experience which motivated them to try to understand and explain the target vocabulary in English and Chinese.

09:40-10:05

83256 | *The Integration of Artificial Intelligence in Teaching and Learning English: Perspectives from Italian Universities and Workplaces*
Giulia Bonanzinga, English with Giulia, Italy

The integration of Artificial Intelligence (AI) in teaching English to Italian students at university and professional levels presents both opportunities and challenges. This study specifically explores AI's use in Italy, focusing on tools like ChatGPT and their impact on learning, productivity, and time management. Despite the potential benefits, there is noticeable reluctance among Italian stakeholders regarding AI deployment in educational and work settings. A mixed-methods approach was used to gauge the adoption rate and effectiveness of AI tools, involving 230 questionnaires and 8 in-depth interviews with Italian teachers and students. Findings reveal mixed sentiments: while there is recognition of AI's efficiency in language learning, concerns persist about technological over-reliance, data privacy, and the loss of human interaction. Many educators highlight a gap between the availability of advanced AI tools and the readiness of users to employ them effectively, suggesting a need for structured training programs. The study advocates for the creation of proper guidelines for teachers, students, and daily English users in professional settings, along with a dedicated support figure to guide and assist them. This research aims to contribute to the ongoing dialogue about AI in education by identifying barriers to adoption and providing insights into strategies that could encourage broader acceptance and more effective use of AI in teaching English in Italy. It also notes a generational divide in attitudes towards technology, with younger Italians showing greater openness to AI integration. These findings underscore the potential for AI to enhance language education if supported by adequate training and resources.

10:05-10:30

81546 | *Thai EFL Learners' Use and Perceptions of Mobile Technologies for Writing*
Rungsima Jeanjaroonsri, Thammasat University, Thailand

Despite the fact that technologies are commonly implemented in language classrooms and widely incorporated by students in their language learning, research on English learners' actual practices of technologies, especially the use outside the classroom, has been mostly limited. The aim of this study was to explore undergraduate English language learners' independent use and perceptions of mobile technologies for their foreign language writing, a productive skill that requires linguistic expertise in various aspects. Data were collected through a questionnaire from 305 English learners who enrolled in various English for Specific Purpose courses in a public university in Thailand. The findings indicated that the participants used various mobile technologies that mainly concerned with linguistic aspects of writing such as online dictionaries, machine translations, and language checker applications to support their foreign language writing. Their primary purposes of using technologies were to achieve accuracy, confidence and efficiency in their writing. This study sheds light on how mobile technologies play a supportive role and offer pedagogical potential in language learners' lives beyond the borders of classrooms.

10:30-10:55

81621 | *Instagram and Digital Games Allies in the Teaching and Learning of the English Language*
Laura de Almeida, Universidade Estadual de Santa Cruz, Brazil

The present work shows the research that has been developed by the teaching initiation project (PAEG) during the quarantine period due to Covid-19. Seeking to combine the teaching of the English language to the use of technologies, we created an Instagram account entitled "Digital games in the teaching / learning of the English language". The objective was to provide foreign language teaching through digital games as well as to detect the profile of the followers on this Instagram account. The study of digital games is relevant as they provide the player with the opportunity to acquire content; help them develop strategies that are important for learning, such as problem-solving, deductive reasoning, and memorization (MCFARLANE; SPARROWHAWK; HEALD, 2002); improves strategic thinking, psychomotor, analytical, and computational skills (MITCHELL; SAVILL-SMITH, 2004) and help to enhance the development of group strategies and the practice of cooperative work (GROS, 2003). The theory was based on many researchers such as Pungartnik and Santos (2019) who point out some of the paths of gamification in practice and theories on the subject, which show the trends in language teaching. The method of analysis was quali-quantitative, data collected are presented in frequency tables and analyzed according to the rank. Preliminary results demonstrated that there were some misunderstandings about the concept of digital games by followers. Therefore, our proposal was to analyze the responses given by followers on Instagram to create publications that guide the application of games in language teaching.

11:10-12:25 | G10 (Ground Floor)
Sunday Onsite Parallel Session 2
Learning Environments
Session Chair: Ahmed Al Shlowiy

11:10-11:35
79997 | *Evaluation of Innovative Teaching Tools 'Canvas' Learning Management System: A Case Study of Higher Education Institution*
Kiran Musharaf, Institute of Education and Research, Pakistan

The COVID-19 pandemic has adversely affected education worldwide. Most of the countries decided on the physical closure of all educational institutions. This resulted in a transition to online teaching and learning methodologies. It was observed that teachers and students were not ready for this change and faced many challenges. This research explores the effectiveness of the Canvas learning management system for distance learning. The socio-materiality and technology acceptance model served as the theoretical framework for this research. The study used a mixed-methods sequential explanatory research design. This study focuses on Shaheed Benazir Bhutto Women University female students between ages 17 and 25, enrolled in the Intensive English Language non-credited course delivered through the Canvas application in Khyber Pakhtunkhwa by US Mission Pakistan. A simple random sampling technique was employed for the quantitative part with 132 respondents, and Purposive sampling was used for the qualitative part, where 10 respondents were interviewed in face-to-face sessions. SPSS was used to analyze the quantitative data. The regression model was used to estimate the influence of the independent variables' perceived ease of use, perceived usefulness, and satisfaction on the dependent variable actual use of the Canvas application. The study's findings revealed the overwhelming student's experiences with the Canvas application. It is concluded that Canvas and its associated tools were crucial in students' satisfaction and positive experiences with the platform. Therefore, it is recommended that the Canvas application be employed for accredited campus courses to enhance students' technological experience for advanced learning.

11:35-12:00
82984 | *Navigating Online Identities: Language Learners' Narratives in Online Spaces*
Reem Al-Samiri, University of Jeddah, Saudi Arabia

This research investigates the construction of Saudi university English language learners' identities in online spaces, such as discussion boards and social media, analyzing how these digital environments influence their learning processes and identity formation. The primary objective is to understand the relationship between online interaction and language learning, focusing on the negotiation of identity through online spaces. The theoretical framework is anchored in sociocultural theories that underscore the profound impact of social interaction on learning and identity development. This perspective suggests that online spaces provide a unique space for identity construction and performance, playing a pivotal role in language learning. This understanding sets the stage for analyzing learners' narratives. The study adopts a qualitative approach by analyzing data collected from online discussion boards and focus-group interviews to investigate the language learning narratives of Saudi university English learners. Through content and thematic analysis, the data is examined comprehensively to facilitate an in-depth exploration of language learning narratives within these online platforms. The findings highlight learners' motivations such as cultural exchange and global communication, and reveal strategies for identity construction aligned with their learning goals. These narratives also reflect themes of authenticity and community engagement, which are pivotal in shaping learners' online personas. The analysis suggests that online discussion boards significantly support language learning by offering platforms for authentic interaction and identity exploration. The study contributes to educational practices by providing insights into leveraging online discussion boards for enhancing language learning and suggests further research on its dynamic role in educational technology.

12:00-12:25
78486 | *The Influences of Texting Words on Language Structure, Discourse, and Language Teaching*
Ahmed Al Shlowiy, English Language and Preparatory Year Institute, Saudi Arabia

Internet, cell phones, and applications have affected our language. People communicate with each other through electronic mail, instant messaging, and texts. They might "chat" in indifferent virtual rooms, comment on news websites, and write in blogs and wikis. These practices construct new forms of discourse and identity. Due to its wide use, English is considered the most common Internet language with many new expressions and abbreviations. Such expressions build up a new variety of English that is very common among Internet users, chatters, gamers, and teenagers. It is considered an informal written language, much like slang, which is an informal spoken variety of the language. I use the term "texting language" (TL) to mean all these kinds of messages, expressions, and abbreviations. TL is a new variety of language that has developed a unique style that requires new terminology, which separates it from daily language. Some people consider such a language variety as an informal language, which influences standard language and academic writing. The goals are to explore the causes of TL and its effects on learners' language, literacy skills, their understanding of English grammar, and their use of standard written forms. Some questions exist about language change, linguistic diffusion, and linguistic perspective. Such a change might lead to the development of a new form of technological discourse.

12:40-14:20 | G10 (Ground Floor)
Sunday Onsite Parallel Session 3
Design & Implementation of Technologies in Education
Session Chair: Fong Peng Chew

12:40-13:05

79804 | *Digital Learning Spaces and the Disruption of the 'Traditional' Learner-Teacher Power Relationship in Higher Education*
Eloise Symonds, Lancaster University, United Kingdom

This presentation will focus on how digital transformation is disrupting the 'traditional' learner-teacher power relationship in higher education, specifically through the introduction of digital learning spaces. In order to understand how to create effective digital learning spaces in the current university climate, we must understand how these spaces relate to, and differ from, the spaces that have dominated higher education for centuries. To do so, this presentation will draw on empirical data from 32 interviews and 12 observations, gathered from two post-1992 universities in England. I will address the ways in which the students and academics in this study conceptualised the 'traditional' learner-teacher power relationship and its pervasiveness within the physical learning spaces of the university. It will detail this power relationship through conceptualising the behavioural expectations of the 'traditional' learner subjectivity and the 'traditional' teacher subjectivity, the two roles that form its dynamic. The digital transformation of higher education has introduced digital learning spaces in which academics and students embody multiple roles and participate in less established dynamics. I will discuss the behavioural expectations of the 'traditional' learner subjectivity and the resulting power relationship in physical learning spaces, before addressing the resulting challenges that we need to be aware of when attempting to navigate digital learning spaces effectively.

13:05-13:30

82389 | *Globalizing Academia: A Micro-Historical Exploration of Transnational Higher Education and Its Impact on Student Experiences*
Wanwei Nie, University College London, United Kingdom

This study critically examines the historical dimensions of transnational higher education (TNHE), emphasizing the paramount significance of students' learning experiences. Focusing on institutions geographically linked to foreign universities, the research investigates the nuanced interplay between transnational initiatives and their profound implications. In the wake of the 'transnational turn' since the early 1990s, TNHE has become integral to global internationalization, encompassing initiatives like international branch campuses (IBCs) and Sino-foreign cooperation programs. The transnational HE studies have yielded considerable results, with increased exposure to internationalisation of HE, the IBC has been considered as a symbol of "Internationalisation at home", and a cost-effective option to experience foreign education and improve intercultural competence at a lower cost. Current studies have been overwhelmingly focused on possession of transnational skills and knowledge, and the role of IBC educational characteristics in improving employability (Belderbos, 2020). Nevertheless, few studies have been undertaken to investigate students' learning experiences with IBC under a decolonized context. Hence, by adopting a micro-historical lens, leveraging oral history interviews, archives, and images, a thematic analysis has been applied to unravel the intricate experiences of students within TNHE. And it is argued in this research despite the growing scholarly interest in TNHE, its historical dimensions remain underexplored compared to the longer-established history of internationalization in higher education. Such insights can diversify narratives of the interconnections between students' learning experiences in IBCs and the wider social fabric underscores their intricate involvement in ongoing transformations prompted by the proliferation of higher education.

13:30-13:55

81654 | *Collaborative Online International Learning: Experiences of Human Resource Management Undergraduate Students at DUT*
Obianuju Okeke-Uzodike, Durban University of Technology, South Africa

The changing nature of the higher education environment has placed greater emphasis on the need for global dimensions in university curricula. The Collaborative Online International Learning (COIL) program has emerged as an innovative teaching and learning practice in the pedagogy of education. In the context of internationalization of the curricula, the second-year undergraduate students in the discipline of Human Resource Management, at the Durban University of Technology in South Africa, participated in a COIL program and collaborated internationally with a university in Brazil. The purpose of this article is to elicit students' opinions on their experiences participating in a COIL project. The study employed a qualitative research approach and collected data from 71 participants using a focus group discussion consisting of 15 groups of 4 to 5 members. The participants were engaged on weekly activities for a period of 6-8 weeks. The data analysis and findings of the COIL experiences is presented in three categories, opportunities, enablers, and challenges. The findings on the opportunities shows that students developed greater levels of openness to learning in a multicultural setting/environment, perceived COIL as part of a wider internationalized curriculum, and used self-confidence in building a cross cultural knowledge competence. The enabler in the project is the structured weekly activities integrated into the module learning content. Challenges documented include language barriers, geographical time zone management and technological barriers. This article posits COIL as a nuanced teaching and learning paradigm which foregrounds the students' ability to engage globally in acquiring knowledge.

13:55-14:20

80668 | *Views of Teenagers on the Desired Mobile Applications in Humanistic Buddhism Learning*
Fong Peng Chew, University of Malaya, Malaysia
Jie Fang, University of Malaya, Malaysia
Fonny Dameaty Hutagalung, University of Malaya, Malaysia
Yin Liang Chang, University of Malaya, Malaysia

In the digital age, mobile apps have emerged as powerful tools for education, transcending traditional boundaries and providing learners with unprecedented access to information. Buddhism, with its rich treasure of teachings and millennia-old traditions, can benefit greatly from this digital revolution. However, designing and developing an effective mobile app for learning Buddhism requires a deep understanding of both user preferences and pedagogical principles. In this study, a self-developed questionnaire was used to investigate the views of teenagers on the desired mobile apps for learning humanistic Buddhism. The researchers surveyed 86 respondents by using a purposive sampling method from two Buddhist centers in Selangor. They were asked to evaluate the desired Buddhist mobile app. The study found that the respondents preferred a user-centered design of mobile apps for learning Buddhism with multilingual content presentations, especially separate versions in Chinese and English. Moreover, respondents favored multimedia elements such as illustrations and music. Furthermore, respondents acknowledged the potential benefits of gamification. Therefore, to improve learner engagement and interactivity, the design of mobile apps for Buddhism should be user-centered, and the presentation of learning content should be multilingual, multimedia, and include gamification features.

Sunday Onsite Parallel Session 4

Gender Issues in Higher Education

Session Chair: Mabokang Liteboho Ednah Monnapula-Mapesela

14:35-15:00

64305 | *Body Image Perception: Predictor of Risky Sexual Behavior Among Female University Undergraduates in Southwestern Nigeria*
Precious Akintoye, Obafemi Awolowo University, Nigeria
Sehindr Oluwatosin, Obafemi Awolowo University, Nigeria

Body image perception (BIP) is the interpretation that a person has of his/her physical self, ranging from the shape and colour of hair, head, eyes, nose, lips, teeth, ear, breast, waist, hip, leg, skin and reproductive system functioning and the thoughts and feelings that result from that perception. Current research has focused mostly on age, sex, education background and socioeconomic factor as contributory to risky sexual behaviour, thereby little is known about the influence of perception of body image on engagement in risky sexual behaviour. Thus, the purpose of this study was to examine female university undergraduates' perception of their body image and to investigate the predictive contribution of body image perception on female university undergraduates' engagement in risky sexual behaviour. Female university undergraduates over 1500 in Southwestern Nigeria constitute the sample size of this analytical study. The body image perception of individuals was measured by the Body Image Scale and the risky sexual behaviour of selected females was measured using the Youth Risk Behaviour Scale. 67.7% of them demonstrated positive body image perception while 32.3% of sampled female university undergraduates demonstrated negative body image perception. Body image perception was found contributing to risky sexual behaviour. The findings suggest that closer attention should be given to exhibiting positive body image perception which is a strong predictor of risky sexual behaviour.

15:00-15:25

79599 | *Voices Unveiled: Case Studies on Gender Inequalities Faced by Female Students in Chinese Higher Education*
Yan Liang, University of Edinburgh, United Kingdom

Although many scholars have contributed to examine gender inequality on women's participation to higher education, less attention has been paid to their experiences of inequality at the university, especially less discussion on sexual harassment. My study aims to investigate the extent to which gender inequality is a feature of higher education in China. This study adopts the case study design. Three universities were selected. Documentary analysis, semi-structured interviews and focus group were conducted to investigate female students' academic and campus experiences from multiple sources. The findings of this study demonstrate the ways in which gender inequality exists in higher education in China. Across the three universities, female students encountered internal competition within their peer group, such as isolating female peers within the students' residence hall and negative remarks about high-achieving female peers out of jealousy. Sexual harassment existed at these three selected universities, with a lack of published documents relating to handling methods and procedures for such incidents. The majority of interviewed key informants claimed there was no sexual harassment at these universities. However, female students argued that they were often subject to being secretly photographed and stalked by their male peers. In conclusion, this research sheds new light on the little-understood issue of the existence of power relations and the presence of campus sexual harassment cases in Chinese higher education, identifying important future research directions and policy recommendations for relevant stakeholder.

15:25-15:50

82940 | *Higher Education (HE) Gains and Losses 30 Years into Democracy: The Unfulfilled Transformation Promise*
Mabokang Liteboho Ednah Monnapula-Mapesela, Rhodes University, South Africa

Thirty years into democracy South African (SA) Universities find themselves entangled in the complex historical legacies and systemic inequalities bred by apartheid. This paper presents and analyses transformation progress and trends regarding the state of HE in SA in the 30 years of democracy, focusing on unresolved inequities in access and success of previously disadvantaged students and staff. A descriptive evaluative research methodology is adopted to analyse data from scholarly literature sources and official annual reports of universities and accredited legislative organisations responsible for quality of HE in SA. Post-1994, the SA HE policy aimed to establish a single, coherent, well-coordinated system planned, governed, and funded at national level to enable Government to overcome the fragmentation, inequality, and inefficiencies, while meeting the goals of reconstruction and development. Whilst significant progress is evident in some areas, for example, enrolments of black African students improved from 40% in 1993 to 77 % in 2021, participation rate remains low with 25% to 30% of students dropping out of university. Black women are severely underrepresented in senior academic and leadership positions. Only five of the 26 SA universities are led by women Vice-Chancellors. In 2015, there were only 43 black female professors out of 552 female professors in the country, relegating black staff to positions that wield less power and wealth. Significant efforts are required to establish a truly transformed and equitable system. Staff agency, enabling environment, supportive culture, and review of policies by Government and Universities are imperative.

16:05-17:45 | G10 (Ground Floor)
Sunday Onsite Parallel Session 5
Technology & Education

Session Chair: Doaa Hamam

16:05-16:30
80669 | *Attitudinal Predispositions of First Year Preservice Teachers to Technology Integration in Pedagogy*
Thuthukile Jita, University of the Free State, South Africa
Alice Dhliwayo, University of the Free State, South Africa

There is growing cognizance of the potential of technology integration in pedagogy for enhanced educational experiences, though for sub-Saharan Africa, there is evident opacity of the concept due to the region's unique challenges slowing down bridging of the technological gap between developing and developed regions. However, improved technology-integrated pedagogical practices heavily rely on the beliefs and attitudes of educators. It is imperative for teacher educators to understand these attitudes for teacher preparation. This qualitative paper informed by the unified theory of acceptance and use of technology (UTAUT) and TPACK, is the first cycle of three studies. This first cycle investigates the attitudinal predispositions of first-year preservice teachers towards the integration of technology in pedagogical practices as a case study of one university in South Africa. 400 first-year students enrolled in the Bed program were purposively sampled to respond to questionnaires, a subsample of 20 responded to focus group interviews, while 8 were treated to semi-structured interviews. Through thematic analysis, findings indicated that, although the 400 students acknowledged the importance of technology in education, educational backgrounds, cultural contexts, personal experiences and institutional support influenced their attitudes towards the use of technology in pedagogy. The study provides insights for the development of dedicated strategies for teacher training programs such as professional development innovations to foster positive attitudes towards technology in pedagogy.

16:30-16:55
82859 | *ChatGPT in the Classroom: Navigating Teachers' and Lecturers' Viewpoints*
Tami Seifert, Kibbutzim College of Education, Israel
Taly Tzamir Levi, Kibbutzim College of Education, Israel
Miri Shonfeld, Kibbutzim College of Education, Israel

Teachers' attitudes and beliefs have a significant impact on the use of technology in teaching and learning and are considered the main barrier to successful integration of technology in learning processes. The current study examined the attitudes of teachers and lecturers towards the use of ChatGPT in education in Israel, and their intentions to use it in the future. 211 teachers and lecturers participated in the study, even before official guidelines for its use were established by formal education entities. It was found that there are significant differences between teachers and lecturers: teachers expressed a more positive stance in terms of 'pedagogical benefit' and 'learners' enjoyment' compared to lecturers who showed higher support for 'the importance of use' in the context of equality of opportunities and exposure to technological innovation. Differences between men and women were also found. women expressed higher support for the need to impose restrictions on implementation compared to men, while men expressed higher support for pedagogical benefit than women. Furthermore, a significant positive correlation was found between positive attitudes towards implementation and future use intention, as well as a significant negative correlation between the perception of the risk of use and future use intention. According to the prediction model, it was found that the driving attitudes and interest of teachers, the importance of use and pedagogical benefit predict 70% of future use intention, alongside the gender variable which was also found to predict future use intention.

16:55-17:20
77327 | *Challenges Faced by Undergraduates in the Online Classroom of English Medium Higher Education Institution in the UAE*
Doaa Hamam, Higher Colleges of Technology, United Arab Emirates
Jacqueline Lottin, Higher Colleges of Technology, United Arab Emirates
Yasir Javid, Sheffield Hallam University, United Kingdom
Nabila Azzam, Higher Colleges of Technology, United Arab Emirates
Ja'far Alqatawna, Higher Colleges of Technology, United Arab Emirates

During the unprecedented events of the COVID-19 pandemic, many educational institutions had to shift to online teaching. This included the UAE higher education sector, where teachers were well-versed in technology with tech-savvy students who use technology daily in different contexts. This study focuses on the main challenges faced by undergraduates in online classes. Main challenges and variables were identified based on the existing body of literature, and a sample of 424 students were surveyed to explore the challenges they faced during online learning and to measure the level of their satisfaction with the overall experience. The study concluded that technological skills, self-directed learning, and learning motivation did not have a significant impact on the students' online learning satisfaction. However, the main variables, "online interaction" and "Attitude towards online learning" only had the most significant positive impact on online learning satisfaction.

Notes

09:15-10:55 | G12 (Ground Floor)
Sunday Onsite Parallel Session 1

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

Session Chair: Ta-Wei Wang

09:15-09:40
No presentation scheduled

09:40-10:05
79798 | *A Qualitative Study on the Relationship Between Academic Achievement and Social Attributes of Chinese Gifted Students*
Yue Zhu, University of Edinburgh, United Kingdom

This study examines the delicate relationship between academic achievement and social acceptance among gifted individuals, revealing a propensity to conceal intellectual interests in order to meet intimate needs. Existing research indicates that some gifted students, to conform to peer culture, obscure their academic pursuits, sacrificing scholastic success for social assimilation. Grounded in the acknowledgment of distinct identity development patterns among gifted individuals, this qualitative research investigates the interplay between academic excellence and the cultivation of intimate relationships within a highly competitive educational environment. Building on existing literature, the study underscores the potential conflict between the academic self-concept and the social self-concept for gifted students who, from an early age, engage in identity negotiation while navigating the delicate balance between academic prowess and social acceptance. Employing qualitative methods, specifically semi-structured interviews with 10 participants from a prestigious high school in China, the research reveals a compelling dilemma faced by high-achieving students—a tension between fostering intimate relationships and excelling academically. The findings illuminate a trade-off as students concentrate on enhancing their academic self-concept within the demanding educational context, resulting in a compromise of interpersonal skill development. This cyclical process implies that diminished social skills contribute to lower self-confidence in social interactions, subsequently influencing the social self-concept. In summary, this research offers valuable insights into the nuanced dynamics of social attributes and academic achievements among gifted Chinese students in competitive educational settings.

10:05-10:30
77931 | *Enhancing English Language Learning: Examining One-on-One Peer Tutoring for Low-Achieving EFL Students in a Taiwanese Military Academy*
Yu-Ju Hung, Air Force Academy, Taiwan

This research aimed to investigate the outcomes of cross-year peer tutoring involving 26 freshman tutees and 26 upper-class tutors in a distinctive military setting. Grounded in the principles of social constructivist learning theory (Vygotsky,1978) and legitimate peripheral participation in a community of practice (Lave & Wenger,1991), this study delved into the contextual dynamics of a one-on-one peer tutoring model employing an apprenticeship approach to assist underperforming English learners in a Taiwanese military institution. After an 18-week program, assessments of pre- and post-English tests, tutee feedback, and interviews with tutors and tutees demonstrated a substantial improvement in the students' English skills and their favorable attitudes toward the initiative. Furthermore, the unique attributes of military culture, such as hierarchical relationships and conformity, influenced the tutor-tutee dynamic. The peer tutors' dual roles as authorities and facilitators necessitated careful management. This study illustrates how the distinctive elements of military culture shape interactions between learners and more knowledgeable peers, as both parties collaborate to learn through practical experience and develop positive relationships. It contributes to the refinement of social constructivist learning theory by introducing the concept of a situated community of practice.

10:30-10:55
80804 | *Experiences of Ableist Microaggressions Perceived by College Students with Disabilities in Taiwan*
Ta-Wei Wang, National Pingtung University, Taiwan

Past focus of the research on people with disabilities was related to symptoms of impairment and disability from the medical model. Current research focus on the environmental and social hindrance around them which prevent from personal development and growth. Discrimination and prejudice based on ableism within the society are among the biggest threats to their health and well-being. This current study attempts to understand the experiences of receiving those unfriendly, prejudicial, and other aggressive behaviors based on ableism within the society (i.e., ableist microaggressions) in college students with disabilities in Taiwan. A total of 16 college students with various disabilities participated in this qualitative study. In-depth interviews were conducted to collect their personal accounts of experiences and impacts of the microaggressions, and how they coped with them. Preliminary analysis indicated that participants received ableist microaggressions from early stages in their life. Experiences of microaggressions came from various people (peers, teachers, strangers, helping professionals, and even families) in various contexts. Some microaggressions were minor, while others had lasting negative impacts. Several psychological mechanisms were developed to cope with the microaggressions, and microaffirmations (positive words or behaviors received from others) and allyship were helpful to counteract the harm caused by those microaggressions. Practical and policy suggestions were discussed to decrease prejudice towards people with disabilities and to build a more inclusive environment.

Sunday Onsite Parallel Session 2

Counselling, Guidance & Adjustment in Education

Session Chair: Toni Babarovic

11:10-11:35
80829 | *Career Counselling in Schools: Career Intervention Program "Career Path" for Adolescents*
Iva Sverko, Ivo Pilar Institute of Social Sciences, Croatia
Toni Babarovic, Ivo Pilar Institute of Social Sciences, Croatia
Ivan Devic, Ivo Pilar Institute of Social Sciences, Croatia
Mirta Blazev, Ivo Pilar Institute of Social Sciences, Croatia

Schools play a critical role in supporting adolescents' career development, with classroom-based interventions serving as crucial catalysts. This paper investigates the effectiveness of the "Career Path" intervention, a novel program tailored for adolescents, through empirical analysis of its impact on career readiness. The intervention comprises four workshops designed to address challenges in career decision-making, enhance understanding of the labour market, explore vocational interests and values, and foster career adaptability. Each workshop integrates online self-directed questionnaires with interactive classroom activities and discussions, aiming to deepen participants' comprehension of personal feedback and career-related insights. A quasi-experimental research design involved approximately 300 adolescents in the experimental group and 150 in the control group. Pre- and post-intervention assessments of career readiness were exclusively conducted with the experimental group, allowing for a quantitative examination of the workshops' effects. Additionally, a qualitative approach was employed to identify specific strengths and weaknesses of this school-based counselling approach. The findings suggest a moderate but positive effect of the "Career Path" intervention. Furthermore, insights from focus groups shed light on potential enhancements for future interventions, contributing to ongoing discussions on effective career development strategies in educational settings.

11:35-12:00
82730 | *Counselling Strategies for Improving Self-esteem Among Secondary School Students in Enugu State, Nigeria*
Chinonye Egbo, Enugu State University of Science and Technology, Nigeria

The study investigated counsellors' perceptions of counselling strategies for improving self-esteem among secondary school students in Enugu State (SFISASSSIES). These students should be taught self-esteem, as it is a crucial quality for adolescents' academic and general success. Every child's academic performance is heavily influenced by their self-perception and mannerisms, or SELF-ESTEEM.
In my capacity as a counsellor, I have seen that these students' persistent academic deficiencies stem from a lack of self-worth, which in turn leads to a lack of confidence and ongoing academic failure. This research specifically sought to ascertain whether counsellors perceive Cognitive Restructuring(CR), Group Counselling(GC), SQ3R Robinson Method(SRM), as strategies for enhancing self-esteem among sss in Enugu State. This was done with particular reference to the gender, counsellor's experience and location of the schools of the respondents. The population of the study is 105 counsellors currently serving in the 291 government owned secondary schools(ss) in Enugu State. 96 copies were returned signifying 91.43% and used to collect the data for the study using self-structured questionnaire developed by the researcher called counselling strategies for enhancing self-esteem scale(CSESES).The instrument was face-validated by three experts: one in departments in Education Faculty, Enugu State University of Science and Technology, Enugu. Cronbach Alpha Reliability estimate was used to ascertain the internal consistency of the instrument. A descriptive survey research design was used and data collected for this study were analyzed using mean, grand mean and standard deviation, to answer research questions. The result showed that counsellors perceive CR,GC&SRM as effective SFISASSSIES.

12:00-12:25
80806 | *Boys in Vocational Schools: Relationship Between Interest-Occupation Fit, School Motivation, and Academic Achievement*
Toni Babarovic, Ivo Pilar Institute of Social Sciences, Croatia
Eta Krpanec, Ivo Pilar Institute of Social Sciences, Croatia
Iva Cernja Rajter, Ivo Pilar Institute of Social Sciences, Croatia
Iva Sverko, Ivo Pilar Institute of Social Sciences, Croatia

This study examines how the congruence between students' vocational interests and their chosen career paths influences their motivation for school and academic success. Congruence here refers to the fit between one's vocational interests and the educational or work environment. Theoretical predictions suggest that a stronger fit should lead to increased motivation for learning or work, resulting in better academic performance or job outcomes. The research involved 295 male students aged 16 to 18 in the second and third grades of vocational schools, studying across 19 different occupational fields. Student interests were assessed within Holland's framework using Personal Globe Inventory (PGI), while educational profiles were derived from occupations in the O*Net database. Congruence was estimated by Pearson correlation coefficient. Motivation was evaluated using the Multidimensional School Motivation scale, covering various motivational regulations from amotivation to intrinsic motivation. Academic achievement was quantified using Grade Point Average (GPA). Results indicated a moderate average interest-occupation fit (Mr = .33), with congruence weakly correlated with academic achievement (r = .19) and negatively correlated with two motivational regulations, i.e., amotivation (r = -.19) and external-social motivation (r = -.19). Interestingly, there was no significant link between interest-occupation congruence and more intrinsically motivated behaviours for schooling. The implications of these findings were discussed in terms of career guidance and educational counselling in vocational schools.

12:40-14:20 | G12 (Ground Floor)
Sunday Onsite Parallel Session 3
Teaching Experiences, Pedagogy, Practice & Praxis
Session Chair: Paula Queirós

12:40-13:05

77998 | *Does Teacher Subjective Well-Being Influence Students' Learning Achievement?: Evidence from Public Basic Education in Peru*

José María Rentería, Pontifical Catholic University of Peru, Peru
Dante Solano, University of Leeds and Universidad del Pacífico, United Kingdom

We estimate the influence of teacher subjective well-being (TSWB) on the mathematics learning achievement of public-school students in Peru. Using the National Teacher Survey and the Census Student Assessment, after exploratory and confirmatory factor analysis we identify three dimensions of TSWB: i) workplace relationships, ii) working conditions, and iii) living conditions. We estimate instrumental variables and perform quantile regressions to disentangle the relationship between TSWB and students' learning outcomes. Our results show that TSWB has an inverted U-shaped influence on test scores, suggesting the presence of the "too-much-of-a-good-thing effect", and therefore the existence of an optimal threshold after which its effect becomes marginally detrimental. Workplace relationships appear to be the most influential TSWB factor on students' academic achievement.

13:05-13:30

82230 | *The Role of Autonomy in the Formation of an Integrated Identity Among Graduate Teaching Assistants (GTAs)*

Irena Kuzborska, University of York, United Kingdom
David O'Reilly, University of York, United Kingdom
Katie Smith, University of York, United Kingdom
Agata Lambrechts, Università della Svizzera Italiana, Switzerland
Annis Stenson, Newcastle University, United Kingdom

Graduate teaching assistants play a pivotal role in HE, but little is known about their teaching experiences. To contribute to this knowledge and support GTA professional development, the study drew on the self-determination theory and adopted a construct of an integrated identity. Identity as a social self-representation plays a significant role in influencing teachers' pedagogical choices, and an integrated identity is vital for their full-functioning and wellbeing. Identity is considered integrated if it is endorsed by the self. Self is different from identity in this study and is defined as an agentic self who experiences their behaviours as their own, that is, self-determined, rather than controlled by others. The degree to which identity is integrated into the self largely depends on the satisfaction of the need of autonomy, which is the need to have a choice and be able to self-regulate one's behaviour. Thus, emphasising a pivotal role of autonomy in the formation of integrated identities, the study aimed to determine GTAs' satisfaction of the autonomy need and examine its association with the formation of their integrated identities. 176 GTAs teaching at different universities in the UK completed an online questionnaire based on the Basic Psychological Need Satisfaction and Frustration Scale (Chen et al., 2015). 25 GTAs also participated in a follow-up semi-structured interview and provided their reasons for their satisfaction or frustration with the autonomy need. Moderate to high levels of autonomy satisfaction were determined, but their satisfaction was predominantly externally motivated. Implications for GTA programme developers are discussed.

13:30-13:55

81475 | *Transforming the Academic Performance Lifecycle — A Case Study from the University of Wollongong, Australia*

Sean Brawley, University of Wollongong, Australia

The paper will share the efforts of the University of Wollongong (UOW) to transform the way the institution makes judgements about the performance of academics (faculty) from negotiating probation at the start of a career to the achievement of emeritus status at its end. It will show how, through institutional engagement and effective change management, a promotion system that was widely recognised as not being fit for purpose was reimagined from a starting point built on the utilisation of Boyer's (1988) four scholarships. Further, it will highlight how understanding disciplinary nuance and displaying ways of performing across Boyer's four scholarships helped to produce a scholarly standards approach that has engaged academic staff and is transforming the entire academic performance lifecycle. Discussion points in the presentation will include:
• The original burning platform and what UOW needed and academics wanted from a new academic performance system
• More detail on the methodology and governance processes deployed to achieve the transformation
• How academics were engaged in building scholarly performance standards for their discipline area
• How both scholarships and disciplinary expectations were harmonised across promotion levels and performance standards
• The importance of recognising leadership and citizenship in making judgements on academic performance.
As well as Boyer's work and reactions to it over the last 35 years, the presentation will speak to the scholarship that informed many of the decisions made and design-approaches taken in completing this transformation.

13:55-14:20

83039 | *Making a Real Difference in Physical Education: The Contribution of Reflection in Initial Conceptions of the Teaching Profession*

Paula Queirós, University of Porto, Portugal
Paula Silva, University of Porto, Portugal
Ana Rita Águeda, University of Porto, Portugal

In the literature on physical education, reflective practice has been praised for its integration into curriculum programs. Especially in initial teacher education (ITE), the path to follow aims to overcome the barriers imposed by behavioral and technicist approaches, refraining from critical thinking, questioning, or autonomy to teachers and students. Given the relevance of reflection to accessing new lenses to view teachers' practice and alter their perspectives, this study aimed to comprehend the contribution of reflection in changing, or not, the understandings that future teachers have about teaching practices in Physical Education. A total of one hundred and twenty-two participants from the first year of a master's program in Physical Education were included in this study during the 2021/2022 academic year. Data collection was carried out through individual reflections on the 'teaching professionalism' curricular unit. A deep familiarization with the data was conducted, and central themes were generated using thematic analysis (Braun & Clarke, 2006). The results showed that: i) future teachers have a reductionist conception in the initial phase of their training, shaped through reflection stimulated throughout the semester; ii) reflection allowed an understanding of pedagogical practice focused on student-centered approaches, adapting to the contexts diversity. These results indicate the need for ITE to promote reflective spaces among professionals who consider continuous critical reflection to integrate it into daily professional practice. Therefore, it will be possible to guarantee quality Physical Education, which effectively contributes to students' development as critical and participatory citizens.

Sunday Onsite Parallel Session 4

Interdisciplinary Issues in Education

Session Chair: Ying-Feng Wange

14:35-15:00

82327 | *A Systematic Literature Review of Issues of Hospitality, Tourism and Catering Curriculum Development in Ghana Institutions*
Vida Commey, Kumasi Technical University, Ghana
Abena Sekyere, Akenten Appiah-Menka University of Skills Training and Entrepreneurial Development, Ghana
Irene Ashley, Kumasi Technical University, Ghana
Gloria Owusu Sarpong, Kumasi Technical University, Ghana
Priscilla Rosebud, Kumasi Technical University, Ghana

This study systematically reviewed the literature related to hospitality, tourism, and catering (HTC) institutions' curricula in Ghana to identify quality issues, the research approach that has been least adopted, and the contribution of improvement of the curricula. The study utilized the PRISMA guideline to conduct a systematic literature review. The finding is that HTC policies and developments were the issues that had received little attention from researchers. Also, the mixed-method approach appeared to be the least preferred research approach adopted for HTC studies. As noted in the findings, the HTC curricula in tertiary institutions in Ghana have received little attention towards their development. The insights gained from this analysis could be helpful to both academia and professionals in the HTC industry, especially in Ghana, as the study identifies critical areas for consideration in HTC curriculum development. Among other suggestions, this study recommends that more research be carried out to identify factors that can contribute to improving the quality and usefulness of HTC curricula in Ghana.

15:00-15:25

82447 | *The Capability and Self-efficacy of Interdisciplinary Instructional Design Held by the College Students*
Ying-Feng Wang, National Taichung University of Education, Taiwan

The study aimed to explore the capability and self-efficacy of interdisciplinary instructional design held by college students. Since science education trends are moving towards integrating different disciplines worldwide, multidisciplinary teaching and learning are also addressed in the new Taiwanese curriculum guidelines. Twenty-three college students with science majors took a three-semester hour course related to primary science teaching and learning. During the course periods, the participants were voluntarily invited to complete several inquiry-based learning activities emphasizing cross-subject and theme-based content. At the end of the semester, they presented their interdisciplinary instructional design focusing on science, technology, engineering, art, and mathematics (STEAM). The instrument called the questionnaires of attitude towards scientific inquiry, cross-discipline, and instructional design was validated by ten researchers. College students were invited to fill out the questionnaire at the course's beginning and end. Student work, questionnaires, and feedback were collected from the participants for the analysis. Results indicated that the college students presented many fun and exciting interdisciplinary activities, including catapult, gear track, float boat, creative water filter, spring, etc. The STEAM educational activities designed by the participants combined with the scientific inquiry of manipulated, control, and dependent variables in their experimental design. After the course training, the participants gained confidence and expressed their positive self-efficacy and interest in interdisciplinary instructional design and future primary science teaching. To sum up, efforts are worth attention to strengthen college students' capability to design cross-field science activities.

15:25-15:50

82830 | *Improving Academic Writing of Students at a University of Technology in South Africa*
Brenton Grant Fredericks, Central University of Technology, South Africa
Tsepho Louw, Central University of Technology, South Africa

During the pandemic many first-time entering students used online teaching and learning platforms. Academic Literacy was also taught online, which was not done previously. Recently students have returned to campuses for face-to-face tuition. Upon their return it is evident that students are struggling to convey meaning through their writing because English is not their mother tongue, and it seems that covid has exacerbated this problem because students did not write as frequently as they had done in the past. Therefore, this paper seeks to explore how students feel about their level of writing and provide practical solutions to improve the writing skills of students. A qualitative approach for collecting data was utilized using semi-structured interviews. The findings reveal that first-time entering students have difficulty expressing themselves through writing and have not mastered academic writing. The overarching recommendation is that the academic writing as a module should be recurriculated and that a practical hands-on approach using innovative technology and multimodal discipline specific approach is used to improve the academic writing of first-time entering students.

Sunday Onsite Parallel Session 5

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

Session Chair: Betty Shrieber

16:05-16:30
79408 | *Impact of Music Education on the Developmental Skills of Students with Autism Spectrum Disorder*
Tania El Jaam, Emirates Schools Establishment, United Arab Emirates

Autism Spectrum Disorder (ASD) presents a complex neurodevelopmental challenge impacting social interaction, communication, emotional expression, and cognitive abilities. The continuous rise of this population, this topic has become a growing interest for educational and governmental bodies to explore effective and innovative approaches to support those affected individuals. Researchers have suggested music education as an emerging technique due to its inherent appeal and multifaceted engagement. However, implementing music education as an intervention strategy is still a fertile area in the literature that demands more research and investigation before putting it into practice, therefore the purpose of this study is to investigate the impact of music education on the developmental skills of individuals with ASD. The research conducts a comprehensive review of case studies involving general music lessons, instrumental training, and integrated music in education. Through a detailed analysis across social, emotional, cognitive, and motor skill domains, the study unveils how music education fosters social interaction, emotional expression, concentration, and motor coordination among individuals with ASD. The immersive nature and universal appeal of music offer promising pathways to enhance developmental capabilities in this population. Synthesizing these findings underscores the positive impact of music education on ASD developmental skills, advocating for its integration into tailored intervention plans to optimize learning experiences. However, further research remains essential to establish precise links between music techniques and targeted developmental needs, facilitating the design of more effective and personalized intervention strategies.

16:30-16:55
80939 | *When Dyslexia Is Still an Alien: How the Teachers, Parents, and Classmates Treat the Dyslexic Students*
I Ketut Trika Adi Ana, Ganesha University of Education, Indonesia

Dyslexia is not widely known in formal education in Indonesia, especially in regular schools. For this reason, children with dyslexia often receive poor treatment because they have difficulty writing and reading. For this reason, this research aims to identify what teachers, parents and normal students think about students with dyslexia. This research was conducted in two elementary schools in Bali. The research subjects were children who had dyslexia, their teachers, parents, and classmates. The data in this research was collected through in-depth interviews. Data were analyzed qualitatively using an interactive data analysis model. The results of this research show that children with dyslexia often receive negative labels such as "stupid" and "slow learners" from teachers, parents and their classmates. They also often receive bad treatment. In other words, dyslexic children often become victims of bullying at school and home. This makes dyslexic children have low self-esteem and are not motivated to learn. From these findings, it can be concluded that teachers' and parents' understanding of dyslexia is still low, and this has the potential to damage the learning motivation and academic achievement of students with dyslexia. For this reason, as a recommendation, it is necessary to carry out socialization and special training for teachers and parents of students in dealing with dyslexic children.

16:55-17:20
80665 | *Teachers' Attitudes Towards Inclusion of Students with Intellectual Disabilities in Mainstream Primary Schools in Saudi Arabia*
Mohammed Alhammad, Imam Mohammad Ibn Saud Islamic University, Saudi Arabia

The current study aims to explore teachers' attitudes towards the inclusion of students with intellectual disabilities in mainstream schools in Riyadh, Saudi Arabia. Based on the aim of the current study, the mix methods approach is employed through using a questionnaire and open-ended questions as data collection. A total of 310 male and female teachers participated in the current study, based on a non-probability sample through an applied purposive sample. The result of the current study indicated that teachers have positive attitudes toward the inclusion of students with intellectual disabilities. Moreover, the result revealed that more male teachers are in favour of inclusion of students with intellectual disabilities compared to female teachers. Regarding the analysis of open-ended questions, the teachers indicated some positive influence in implementing inclusion for students with intellectual disabilities in terms of gaining better behavior, formatting friendships with non-disability students. The analysis also showed an understanding of the abilities of students with intellectual disabilities, that it was right for students with intellectual disabilities to study in mainstream schools, to overcome exclusion of these students from society, and help them obtain social skills. On the other hand, the teachers indicated some negative influence of inclusion in terms of schools and society not being aware of such disabilities and not accepting the idea of inclusion. Some school infrastructure is not suitable for implementing inclusion, there is lack of human support, school staff and students do not prepare well for inclusion and the curriculum provided is not suitable.

17:20-17:45
82827 | *Enhancing Cognitive Flexibility and Independence Through the Graduated Integration of 360° Video and VR Technologies for Students with Autism Spectrum*
Betty Shrieber, Kibbutzim College of Education, Technology and Art, Israel
Shira Kadmon, Kibbutzim College of Education, Technology and Art, Israel
Keren Hauzer, Kibbutzim College of Education, Technology and Art, Israel

This paper presents findings from two action research studies investigating instructional programs that integrated 360° video technology and virtual reality (VR) headsets. The goal was to enhance cognitive flexibility in adolescent students with autism spectrum disorder (ASD), ultimately improving their ability to use public transportation and navigate supermarket shopping independently. Research demonstrates that ASD students, often struggle with executive functions and cognitive flexibility (Albein-Urios et al., 2018; Bertollo et al., 2019). The instructional programs in these studies recorded the authentic experience environment in 360° technology, including the route to the bus stop and the ride, as well as the neighborhood supermarket where students practiced shopping. The literature suggests VR can provide a safe, adapted learning environment for populations with these specific challenges (Simões et al., 2018; Wang & Anagnostou, 2014). The studies highlighted the importance of a graduated exposure approach - starting with pictures, progressing to video clips, then 360 video clips on an iPad, before introducing VR headsets. Individual observations revealed differences in how students coped with and adapted to the technological interventions. Accordingly, customized programs were developed to foster each student's adaptive flexibility at a level suited to their personal abilities. For instance, it was observed that verbal children adapted to the technology faster than their non-verbal peers. Additional individual differences were also identified. These findings offer valuable insights for educators seeking to leverage technological advancements to assist students with ASD in acquiring various skills in an innovative, safe, and effective manner, thus increasing their independence.

Notes

Sunday Onsite Parallel Session 1

Built Environment

Session Chair: Agnes Yuen Kwan Lai

09:15-09:40

80469 | *Fundamental Components of the Interaction Between Nursing Staff and People Living with Dementia: A Multiple-Case Study*

Effrosyni Pyrovolaki, University of Liège, Belgium
Gilles Fossion, University of Liège, Belgium
Stéphane Adam, University of Liège, Belgium

Background: People living with dementia experience difficulties in creating meaningful relationships and maintaining their personhood especially in a nursing home context. Relationship-centred approaches highlight the key role of nursing staff in supporting older adults with dementia maintain their social identity. Literature is scarce regarding the components of the interaction between nursing personnel and nursing home residents with dementia. Aim: To explore and classify the key verbal and non-verbal behaviours demonstrated during the morning routine interaction between nursing assistants and older adults with dementia living in nursing homes. Methods: A multiple-case study design using an inductive thematic analysis was employed. Two pairs of one nursing assistant and one resident with moderate dementia living in two nursing homes in Belgium were formed. The morning routine of each pair was observed twice and transcribed verbatim for the thematic analysis. Following each observation session, nursing assistants participated in semi-structured interviews to provide a more in-depth understanding of what was observed. Results: Diverse and sometimes contradicting behaviours co-existed during the interactions between nursing assistants and residents with dementia. Two major themes were identified: 1. (not) Adapting the care to the person, describing behaviours such as over-caring and knowing the life story of the resident, and 2. (not) Engaging with the person which included behaviours such as reciprocity in care, ignoring the person and using elderspeak. Conclusion: Educational courses and trainings regarding dementia and effective communication techniques should be organized. It is crucial to promote policies permitting the implementation of relationship-oriented interventions in nursing homes.

09:40-10:05

80733 | *The Impact of Nursing Home Culture Change: A Literature Review*

Laura Deprez, University of Liege, Belgium
Stéphane Adam, University of Liège, Belgium
Olivier Bruyère, University of Liège, Belgium
Thérèse Van Durme, Université Catholique de Louvain, Belgium

The Nursing Home Culture Change (NHCC) movement promotes a person-and-relationship-centred approach and a small-scale, homelike model for nursing homes. The present study offers a narrative synthesis of the most recent empirical findings regarding the impact of NHCC on resident, staff, family, and organizational outcomes. OVID MEDLINE, PSYCINFO, EMBASE, and CINAHL databases were searched for quantitative or mixed studies published in English between 2018 and 2022 and examining the effect of NHCC on resident, staff, family, and/or organizational outcomes. The following search terms were used: 'Nursing Home' and synonyms, 'Culture Change', 'Person-centered care' and synonyms, 'Empowerment', 'Homelike', and the most frequently studied models of NHCC ('Eden Alternative', 'Green House', 'Wellspring', 'Household Model', 'Pioneer Network'). A narrative synthesis of the results is provided. 1687 references were identified. Following duplicate removal, title and abstract screening and full text screening, 75 studies were retained for synthesis and suggest a positive impact of NHCC on all considered outcome categories. NHCC shows promising results in all studied outcome categories. Future research should further investigate obstacles to NHCC implementation, conduct cost-benefit analyses supported by appropriate statistical tests, and define ways to improve NH staff education as well as NH policies and regulations.

10:05-10:30

80435 | *Towards "Homelike" in Nursing Home: Feedback From a Co-Design Workshop With Residents*

Clémentine Pègues, ENS Paris-Saclay, France
Manon Labarchède, Université Bordeaux, France
Fany Cérèse, Atelier AA, France
Stéphane Safin, Institut Polytechnique de Paris, France
Stéphane Adam, Université de Liège, Belgium

While it is necessary to provide a "homelike" environment in nursing homes, the risk is that institutions reduce it to impersonal decoration. As the aim is to reconcile care and home, we propose co-design, an approach involving users in the design of living spaces, as a solution. We propose tools and protocol, then provide feedback from a workshop on co-designing a collective space with three residents in a nursing home in Île-de-France (France). We thoroughly analyze the contributions of the residents during the workshop, and then compare their proposals with the opinions of the carers. We found that the workshop enabled participants to express concrete needs that tended towards "homelike" proposals. Furthermore, we observe that participants are spontaneously engaging in an iterative process and refining their interior design proposal. The post-workshop exchange with carers raised a limited understanding among them of the desires and habits of the residents, as well as a prevalence of risks rather than benefits regarding residents' proposals. The convergence of day-to-day expertises, through co-design, encourages design solutions that are suitable for everyone, while its role in mediation supports organizational change in the nursing home. In perspective, we emphasize the need for cultural change and financial adjustments, and encourage the participation of residents and carers in the interior design conception of nursing homes.

10:30-10:55

80949 | *The Association Between Risk of Falling and Symptoms of Insomnia, Anxiety and Depressions Among the Elderly in Hong Kong*

Agnes Yuen Kwan Lai, Hong Kong Metropolitan University, Hong Kong
Grace Sun, Hong Kong Metropolitan University, Hong Kong
Queenie Law, Hong Kong Metropolitan University, Hong Kong
Tyrone Kwok, Hong Kong Metropolitan University, Hong Kong

Falls pose a significant hazard for older adults, leading to detrimental effects on their mobility and overall health, representing a pressing global health issue. This study investigates the association between the risk of falling and symptoms of insomnia, anxiety, and depression among Hong Kong's elderly population. In January 2024, a fall prevention program targeted self-sufficient seniors aged 60 and above. The 1.5-hour program included a health talk, a fall risk assessment (via three booths) and personalised health advice addressing physical and mental health. Data was collected and instantly shared with participants, with tailored health advice provided by healthcare professionals. The fall risk was measured using a 12-item tool, whereas insomnia and psychological symptoms were assessed via a 7-item Insomnia Severity Index and a 4-item Patient Health Questionnaire. Linear regression was used to analyze the association between fall risk and factors such as age, gender, and symptoms of insomnia, anxiety and depression. One hundred sixty-one community participants (mean age: 76 years, 75% female) enrolled in the program. Of these, 35% exhibited a high risk of falling. Additionally, 27% reported symptoms of insomnia, while 25% and 20% reported symptoms of anxiety and depression, respectively. After mutually adjusting for confounding variables, it was found that women, those of older age, and individuals with symptoms of insomnia, anxiety, and depression had a higher risk of falling. The findings highlight the need for inclusive fall risk assessments encompassing mental health, which might effectively decrease fall occurrences in the elderly population.

11:10-12:25 | G13 (Ground Floor)
Sunday Onsite Parallel Session 2
Elderly Empowerment and Silver Economy
Session Chair: Fiona Alpass

11:10-11:35
82319 | *Empowering Older Adults Through Digital Training Activities: Experiences from Hong Kong*
Vincent Lee, Hong Kong Baptist University, Hong Kong
Debby Yi Yi Cheng, The Hong Kong Polytechnic University, Hong Kong

Older people are the generation forgotten by technological development trends. They faced many challenges, but not much support was given to them. The significant challenges include limitations in skills and knowledge, lack of social support, and physical and cognitive impairments. By interviewing 150 older adults and youth volunteers in Hong Kong who participated in the digital inclusion programmes from May 2022 to June 2023, this qualitative study examined the older participants' participation in the digital training classes and technological-related intergenerational interactive activities. It was found that older participants enrolled in training courses found new meaning in life and fulfilment. Participants managed to get through their hesitations and embrace the digital world because of the welcoming environment the staff members created. Nevertheless, they generally had poorer memory about the operational skills and functions of mobile devices and applications. Thus, they craved continuous support from others in the community. Moreover, intergenerational dialogue and engagement promoted intergenerational understanding, support, and encouragement. Participants acknowledged the possibility of significant interactions and society with greater diversity and reported happiness with the collaborations. It is recommended that human service providers and technological designers should teach beyond applications and go for the holistic operational logic of the gadgets for older learners, provide more intensive and immersive support for their continuous learning, and empower them through more cohesive intergenerational interactions, from which they could gain technological knowledge and insights from the young people.

11:35-12:00
80240 | *The Longitudinal Reciprocal Association Between Depression and Physical Activity in Old Age: The Role of Lifetime Cumulative Adversity*
Michal Levinsky, The Hebrew University of Jerusalem, Israel

Objective: This study investigated the reciprocal nature of the depression–physical activity relationship with reference to lifetime cumulative adversity (LCA), over a period of 8 years across 5 time points. Method: Based on data from the Survey of Health Ageing and Retirement in Europe (SHARE), the sample included 21,996 participants between the ages of 50 and 100 years. The analysis was designed as a random intercept cross-lagged panel model. The trajectories measured were depression and and physical activity. The independent variable, LCA, was created by the sum of stressful events, and the analyses controlled for background characteristics. Results: Using analyses that controlled for several covariates, the findings revealed that physical activity significantly reduced the risk for depression at two time points along the study, and depression significantly reduced future physical activity at three time points, imply for a reciprocal nature of the relationship between the two variables. Further, a higher level of LCA was associated with higher levels of depression and with lower baseline levels of physical activity. Conclusions: The results support a bidirectional relation between physical activity and depression. In addition, older people who have experienced multiple stressful events during their lifetimes are at risk of being more depressed and less active in aging. Interventions that target the vulnerable population having high levels of cumulative adversity, and use methods to increase physical activity may reduce the risk for depression among this high-risk population.

12:00-12:25
79419 | *Optimising Older Worker Engagement: Unlocking Opportunities, Confronting Challenges, and Shaping Future Prospects*
Fiona Alpass, Massey University, New Zealand

As the proportion of older individuals in the population rises, there is an increasing emphasis on the importance of extending their participation in the workforce. This is seen as essential for several reasons: it provides a "triple dividend" by reducing social expenditures associated with early workforce exit, increasing tax revenue, moderating the impact of demographic changes on the labour market, and improving the well-being and wealth of older workers. Despite these benefits, a significant number of individuals aged 55 and above are currently unemployed or underemployed, with others expressing a desire to work beyond the age of 65.
This paper presents an overview of a research program in New Zealand that aims to address the question of how government, employers, and workers can maximize ongoing participation of older adults in the workforce. The research, developed in collaboration with government and business stakeholders, introduces innovative and sustainable strategies to prolong working lives and facilitate the inclusion of unemployed or underemployed older adults in the workforce. The paper outlines four main research objectives, which include exploring the aspirations, attitudes, and motivations of older workers; addressing the balance between work and care responsibilities; identifying barriers to older entrepreneurship; and promoting best business practices for maintaining and enhancing the participation of older workers. The paper demonstrates how this research has directly influenced policy development, enabling older individuals to actively contribute to the workforce, enhance the economy, and capitalise on the benefits of an ageing population.

12:40-14:20 | G13 (Ground Floor)
Sunday Onsite Parallel Session 3
Lifespan Health Promotion
Session Chair: Adriano Mulaf

12:40-13:05
83115 | *Designing a Social Robot to Support Older Adult Homecare: Qualitative Study of Testing Results*

Laetitia Gosetto, University of Geneva, Switzerland
Johann Pignat, Geneva University Hospitals, Switzerland
Yusra Kinis, Geneva University Hospitals, Switzerland
Roberta Bevilacqua, IRCCS INRCA, Italy
Christian Lovis, Geneva University Hospitals, Switzerland
Henk Herman Nap, Vilans, Netherlands

Social robots may be a solution to the growing number of elderly and thus the demand in homecare. Previous work shows good acceptability for robotic tools in homecare. The Guardian project associates a social robot, used by the senior, with an application to be used by caregivers. The objective of this testing phase was to assess whether the Guardian system would be helpful and well accepted within the real conditions of a homecare environment. The Guardian system was tested in a real-life homecare environment during an early testing phase. Data was gathered through questionnaires and comments formulated by the participants. 30 participants were recruited across Italy, the Netherland and Switzerland: 10 older adults, 10 formal caregivers, and 10 informal caregivers. The collected data was then analyzed through thematic and qualitative method. The results of this test show that users were ready to accept robotic solutions into a homecare environment. Most users found the Guardian system easy to use, but it appears older adults' expectations were not met regarding helpfulness in everyday tasks. Caregivers saw some benefit in using it to facilitate cooperation between caregivers but found human-robot interaction and application functionalities limited. The most common comment was that users want vocal commands for an easier and more natural interaction with the robot. Social robotics may very well be a relevant field to explore regarding homecare but users' expectations are growing fast. In this regard, accessibility is key and must remain a primary focus when considering tool development for elderly.

13:05-13:30
80832 | *Advancement of Elderly Fall Prevention: Achieving a Holistic Understanding of Fall Risk and Providing Personalised Health Education Through Digital Integration*

Tyrone Tai-on Kwok, Hong Kong Metropolitan University, Hong Kong
Agnes Yuen Kwan Lai, Hong Kong Metropolitan University, Hong Kong
Grace Yuying Sun, Hong Kong Metropolitan University, Hong Kong
Queenie Pui Sze Law, Hong Kong Metropolitan University, Hong Kong

Falls among older adults can lead to serious injuries, reduced mobility, and a decline in overall health and independence. This study shows the utilization of a web platform that integrates the fragmented information collected from various game booths of a community-based event to provide a brief holistic assessment for elderly in fall prevention. We designed a web platform which serves as a centralized hub, enabling the collection and integration of data from nine booths. The game-based booths included fitness test, fall risk assessment, medical/health history and related questions, and validated health assessment tools. The web platform will show the findings and interpretation immediately after entering the collected data. Healthcare professionals (including nurses and physiotherapists) and trained students provided personalised health education according to the assessment results. Participants were required to wear a wrist band bearing a QR code to facilitate quick data input of their results using a mobile device and each game booth was designed to be completed in about five minutes. 162 older adults joined the community event (mean age of 74.3; 15% male and 85% female). When asked about the effectiveness of the event and whether they were willing to join again, the mean scores are 4.46 and 4.39 (out of 5), respectively. A digital integration approach helps reduce older adults' cognitive burden and reduce their attention span requirement, facilitating them to enjoy the event to understand more about fall risk and their health status.

13:30-13:55
82883 | *Applying a Practical Standardized Judgment Tool to Identify Safety Concerns and Increased Risk, to Facilitate Independent Living in Older Adults*

Yael Zilbershlag, Ono Academic College, Israel

The importance of 'aging in place' safely has been emphasized by current social and health policies, yet evaluating an older person's ability to live independently can be challenging. One of the most effective ways to determine an older person's future independence is by evaluating judgement, an important aspect of cognition and a predictor of function. Yet research has demonstrated that many practitioners do not feel confident in their ability to diagnose judgment and need standardized tools at their disposal. The aim of this study was to validate the Verbal Test of Practical Judgment using a a large and culturally diverse sample of adults over age 65, among nine health care facilities in Israel. A total of 133 older adults, (53-92 years old, M=74 years), completed both the VPJ evaluation and comparison assessments. A quarter of the participants (n = 32, 24.1%) were classified as having a severe impairment in practical judgment, 30% (n=40) were classified as having some impairment, and 45.9% (n=61) were classified as showing no apparent impairment. These results support the validity of the a standardized judgment assessment among a diverse population that will enable future creation of tailor-made interventions. To enable the incorporation of this assessment with the health system, the author of the VPJ and this researcher have begun to implement training sessions among occupational therapy staff in different healthcare settings.

13:55-14:20
83111 | *Perceptions on the Use of Virtual Assistive Technologies for Monitoring Older and Frail Adults at Home After Hospital Discharges*

Adriano Maluf, De Montfort University, United Kingdom
Bertha Ochieng, De Montfort University, United Kingdom

Delays in discharge of patients with complex health/care needs cost the NHS £820m annually. Longer hospital stays for older and frail patients are associated with infection risks, cognitive decline and loss of physical function. These factors increase the chances of readmission and mortality. Besides, delays in discharge are costly and time-consuming for local authorities and care staff, contributing to the overload of hospital capacity. This study explores stakeholders' views on the use of assistive technology (AT) for monitoring the health/care needs of patients back home as part of hospital discharge processes. The preliminary findings indicate that overall, professionals envisage benefits in employing AT as it may enhance the coordination of care between various providers and facilitate the identification of ongoing health issues before further deterioration, avoiding unnecessary hospitalisations. Thus, AT could change the care paradigm provided at home to older patients from reactive to preventive. However, there are concerns regarding staffing to meet the increased workload generated by AT. Also, participants expressed apprehension about replacing face-to-face interactions with older individuals with remote methods, which could result in the loss of the holistic perspective of the patient. Older participants perceived AT with caution as they associated it with risks to their privacy and/or the misuse of data. These results suggest that health professionals recognise the potential of AT for more expedited, safer and efficient discharges but there is a need to develop communication strategies to address stakeholders' concerns.

Sunday Onsite Parallel Session 4
Public Policy
Session Chair: Javiera Cartagena-Farias

14:35-15:00
82397 | *Social Protection Concerns for the Informal Elderly Workers in the Charles Gordon Market, Montego Bay*
Chandradath Madho, The University of the West Indies, Jamaica

This research highlights the social protection gaps in insurance and basic needs coverage among many elderly, informal workers who operate in the Charles Gordon Market Zone, Montego Bay, Jamaica. Psycho-social and economic motivations catapult elderly workers who are sixty years and above, to perform non-standard labour after "retirement" in a middle-income, open-market economy. As Jamaica undergoes epidemiological and demographic transition, the increasing elderly dependency ratio is being decreasingly buffered by family units and remittances. Unlike gerontology research in the Caribbean that focuses on morbidity and changing living arrangements, this project examines the implications of the increasing elderly dependency ratio an labour, whilst probing the possibility of "active aging" and "social capital" empowerment. A mixed-methods convergent parallel design was used, in which a systematic random sample of 166 elderly market vendors answered a structured questionnaire, drawn from a census of elderly vendors in the Charles Gordon Market zone. State-based stakeholders entrusted with protecting the elderly were interviewed to find out about the success of social welfare and insurance schemes. The main inferences drawn from the research point to a lack of awareness by the elderly about the procedures involved in accessing State welfare programs, with sub-optimal percentages of the elderly accessing available. An overt lack of financial literacy and minimal confidence in State-driven social protection warrant greater educational awareness. Furthermore, analysis of variance tests suggest that the income levels of the elderly market workers vary based on age, education level and job type, hinting at heterogeneity in the elderly workforce.

15:00-15:25
82301 | *Social Services Co-production as a Source of the Personal and Social Productivity Among the Older People*
Grzegorz Gawron, Univristy of Silesia in Katowice, Poland

The aging population prosess inevitably determines fundamental changes in intergenerational social transfers. The new institutional forms of support and activation is crystallizing - services for the older people, the implementation of which is based on the broadly understood cooperation of service providers and recipients, and the real use of the potential of seniors constituting their human and social capital. One can see here a possibility of developing co-production of older people within the social services dedicated to them. Thus, the idea of personal and social productivity of older people appears here, identified with the results achieved through the use of seniors' own resources. Reviewing the definitions and concepts of social services co-production and older people productivity encouraged the author to develop a conceptual model to combine both issues. No similar proposals have been proposed in the literature to date. Therefore, it was necessary to operationalize the created model concepts. It was developed on the basis of an extensive review of Polish and foreign literature on the subject. The proposed solutions were then subjected to extensive empirical verification. The author conducted nationwide research in centers established to operate under the government's "Senior +" Multiannual Program. Therefore, the subject of the analysis were formal organizers (managers and staff) and beneficiaries (people aged 60+) of services constituting the program offer of individual centers (day houses and "Senior +" clubs). The author hopes that the presentation will stimulate a debate on this crucial topic.

15:25-15:50
79733 | *Fuel Poverty and Changes in Long-Term Care Needs and Mental Health Among Older People: Beyond Spending and Affordability*
Javiera Cartagena-Farias, London School of Economics and Political Science, United Kingdom
Nicola Brimblecombe, London School of Economics and Political Science, United Kingdom
Bo Hu, London School of Economics and Political Science, United Kingdom
Sam Rickman, London School of Economics and Political Science, United Kingdom
Madeleine Stevens, London School of Economics and Political Science, United Kingdom
Jayeeta Rajagopalan, London School of Economics and Political Science, United Kingdom

In recent years addressing Fuel Poverty (FP) – a measure of a household's ability to pay for energy – is a priority in many countries. Cold housing conditions are seen as a social determinant of poorer physical and mental health and health inequalities. However, there is scarce evidence on the relationship between FP and the unequal development of long-term care needs. This paper explored i) whether FP is associated with an earlier age of onset of care needs, an increase in care needs and decline in mental health among people aged 65 and older; and ii) whether there are any inequalities in the role played by FP across potentially more vulnerable groups. The study explores this in the English context. We used four waves (2012 to 2020) of a large representative longitudinal sample of people aged 50+ (to enable us to look at age of onset), and information on building energy performance. Structural Equation Modelling was performed to provide a latent definition of FP. We found that individuals living in FP had greater care needs and worse mental health. We also found that FP is multidimensional and as such influences the development of care needs from many fronts. Our research provides evidence on the importance of addressing FP as a potential mechanism to prevent higher, or earlier development of, care needs, and is particularly relevant in the current energy and cost-of-living crisis context, as well as in the likelihood of having more extreme weather in the future due to climate change.

16:05-17:45 | G13 (Ground Floor)
Sunday Onsite Parallel Session 5
Built Environment
Session Chair: Amir Baniassadi

16:05-16:30
82988 | *Exploring the Meaning of Home for People With Dementia in Rural China: From a Design Perspective*
Ziyue Tao, University of Dundee, United Kingdom

China has the largest number of people with dementia in the world, with the prevalence rate in rural populations being higher than that in urban populations. Rural people with dementia, as a potential group for moving to care homes, their need for space should be considered. Creating a sense of home in a group living environment is vital to the physical and mental health of older residents. This study explores rural people with dementia's definition of 'home' and considers how this insight can be utilised in a care home setting. The study used qualitative research methods to obtain the views of 8 people with dementia on the sense of home in rural eastern China. Two focus group discussions and semi-structured interviews were conducted with three of them along with observations of their homes. Four themes were reviewed: "familiar space," "recreational activities," "family," and "freedom." For the participants, the home was a place they had built and lived in with their families, so they had a deep attachment to the physical environment of their home. Staying at home gives them a sense of freedom and comfort, however, some family members are far from home, so recreational activities become an integral part of daily life. This study helps to explore the development of a sense of home in rural areas, provides insight for designers to create a home-like atmosphere for people with dementia in care homes, and helps improve the well-being of future care home residents in rural China.

16:30-16:55
83114 | *Enhancing Home Office Environments for Older Workers: The Impact of Color and Lighting on Comfort and Efficiency*
Shu Yi, The Hong Kong Polytechnic University, Hong Kong
Tan Zheng, The Hong Kong Polytechnic University, Hong Kong

Background: As the aging population increases and flexible working becomes more common, many older workers are spending more time working from home, highlighting the need for optimized personal office environments. Aims: This study investigates how different chromatic settings and lighting configurations affect comfort and work efficiency in older and younger workers, aiming to identify the special micro-working environments needed for the elderly. Methods: Experiments were conducted in actual office settings with older participants (aged 50 and above) and a younger control group (under 35) performing the same screen-based psychological tests. Both groups were exposed to the same lighting conditions (4000K, 500 lux neutral white light at desktop). The background panel color was randomly changed every 40 minutes using detachable partitions in red, yellow, blue, and white. Continuous data collection included a spectroradiometer at eye level to capture light spectra, wearable devices to monitor Galvanic Skin Response, and millimeter-wave radar to record heart rate and respiration rate. Environmental parameters such as temperature, humidity, and noise levels were also recorded. These data were time-stamped to reflect real-time interactions and trends in work productivity and physiological responses. Additionally, participants completed lighting satisfaction votes and the Karolinska Sleepiness Scale every ten minutes to assess subjective states. Results: The data revealed unique color preferences for each individual and demonstrated differences in physiological responses and lighting evaluations between age groups. Conclusions: The study concludes that older workers need appropriate lighting adjustments to reduce visual discomfort and mental fatigue.

16:55-17:20
82744 | *Housing Companies' Role in Housing Adaptation Grants for Older People in Sweden*
Jeongmin Hyeong, Malmö University, Sweden

Housing adaptation is one of many ways for older adults retain independence in their everyday lives, allowing them to age in place for longer. In Sweden, applying for housing adaptation grants involves communication with multiple actors in a process that can vary depending on factors such as individual housing condition, and physical capabilities of the applicant. This research focuses on the role of a few actors involved in the approval process of housing adaptations and seeks to highlight risks that may go unnoticed or warrant more attention. This study employs a mix of qualitative methods including document analysis and content analysis of semi-structured interviews. Government reports on housing adaptations, and interviews with real-estate and municipal actors were primarily analyzed. Though the installation of an adequate housing adaptation can have direct health benefits, the process of obtaining approval is not always without problems. There can be delays, negotiations, rejections, etc., all which introduce potential risks that directly or indirectly affect the health of people in need of housing adaptations. Through investigating how housing adaptation grants are processed by different actors, this research attempts to shed light on the under-explored structures that may potentially reproduce inequality and entail severe health implications for older adults.

17:20-17:45
80805 | *Long-Term Monitoring of Home Ambient Temperature and Self-Reported Difficulty Maintaining Attention in Older Adults*
Amir Baniassadi, Harvard Medical School, United States
Wanting Yu, Marcus Institute for Aging Research, United States
Thomas Travison, Harvard Medical School, United States
Brad Manor, Harvard Medical School, United States
Lewis Lipsitz, Harvard Medical School, United States

Background: Cognitive functioning and performance are important aspects of health and wellbeing in older adults. Previous studies in labs and through population-level epidemiology have identified a link between ambient temperature and cognitive performance and functioning in older adults. This study is among the initial attempts to employ smart sensors and smartphone surveys for prolonged, at-home monitoring of environmental conditions and cognitive abilities in older adults. Methods: In this longitudinal observational study, we continuously measured the ambient temperature in the homes of a group of older individuals in Boston, MA (n=47) for 18 months, while the completed daily surveys of attention. Results: Our findings indicate a U-shaped relationship between the temperature in the home at the time of evaluation and the likelihood of experiencing difficulty keeping attention. The likelihood was lowest in temperatures ranging from 20 – 24 ˚C and increased by twofold when deviating by 4 ˚C from this range in either direction. Discussions: Anticipated changes in climate are expected to alter global weather patterns, leading to more frequent and severe extreme weather events. At the same time, many older adults, due to poverty or diminished physical or cognitive capabilities, cannot maintain an ideal temperature in their homes. This research sheds light on an additional way climate change could affect the health and wellness of older adults, underscoring the urgency for public health interventions, housing policy reforms, and healthcare strategies to enhance their resilience.
09:15-09:40

Notes

09:15-10:55 | G20 (Ground Floor)
Sunday Onsite Parallel Session 1
Politics & Identity
Session Chair: Minakshi Keeni

82284 | *The Impact of Political Instrumentalization of Ethnicity on Power Dynamics and Inter-Ethnic Relations in Afghanistan*
Mohammad Ayub Mirdad, Airlangga University, Indonesia

The political instrumentalization of ethnicity in Afghanistan has been a persistent and complex phenomenon that has shaped the country's political landscape for decades. This article examines the political instrumentalization of ethnicity and ethnic division in Afghanistan from 2001-2021. Ethnicity has played a significant role in Afghan society, with various ethnic groups holding distinct cultural, linguistic, and historical identities. Karzai and Ghani, have utilized ethnicity as a tool to garner support, consolidate power, and advance their political agendas. The study employed Weale and Diamond's theory of ethnic favoritism, ethnic domination, and undemocratic leaders. The methodology used in this article is based on document analysis and library research to collect secondary data and previous studies undertaken by other researchers. The result indicated that, during Karzai's presidency from 2001 to 2014, ethnic considerations played a role in his administration. Karzai himself is an ethnic Pashtun, his critics accused him of favoring Pashtuns in key positions and policies, which led to tensions with other ethnic groups, particularly the Tajiks and Hazaras. Similarly, during Ashraf Ghani's presidency from 2014 to 2021, ethnicity was a factor in Afghan politics. Ghani, an ethnic Pashtun, faced criticism from other ethnic groups, especially the Tajiks and Hazaras, who felt marginalized and excluded from power. Karzai and Ghani fueled ethnic divisions and deepened mistrust between different ethnic groups in Afghanistan. Exclusiveness, single-mindedness, and strong ethnic selections once again paved the way for the presence of the Taliban and Afghanistan witnessed an unprecedented collapse in all areas.

09:40-10:05
82142 | *"Too Much Mushkilla": Sociolinguistic and Cultural Challenges of Ghanaian Migrant Workers in Qatar's Education City*
Al-Hadar Mumuni, Hamad Bin Khalifa University, Qatar

This study examines the sociolinguistic and cultural challenges faced by Ghanaian migrant workers in Qatar's Education City. Despite the growing number of studies on migrants and migration in Qatar and the GCC, previous studies have primarily focused on the physical abuse and treatment of these workers, neglecting to recognize migration as a sociocultural phenomenon. This research aims to address this gap by employing Bourdieu's theory of practice as its analytical framework. The study adopts an ethnographic case study approach and utilizes qualitative methodology, including in-depth semi-structured interviews with 9 Ghanaian workers in Education City. Through this methodology, the study identifies three main sets of challenges the workers face: social, linguistic, and economic. These challenges encompass various aspects such as dietary practices, experiences of discrimination, and the homogenization of cultural diversity. While these challenges hinder the social integration of Ghanaian migrants in Education City and Qatar as a whole, the study reveals that the workers employ various coping mechanisms to address them. These individuals exhibit agency through the establishment of kinship ties, adaptation to the dominant linguistic structures, etc. This research contributes to the academic discourse by emphasizing the necessity for enhanced intercultural communication strategies and the development of more inclusive policies within Education City. Such initiatives are critical for fostering the well-being and social integration of migrant workers in increasingly multicultural work environments. The study also contributes theoretically by framing sociolinguistic and cultural challenges within a Bourdieusian framework, revealing habitus adjustments and the accumulation of capitals within migratory fields.

10:05-10:30
82254 | *The Policy of Encampment: Tracing the Impact on Host Community Sentiments Towards Rohingya Refugees*
Minakshi Keeni, Tohoku University, Japan

The coexistence of host communities and Rohingya refugees is a multifaceted interaction, deeply influenced by policy environments. This research explores how encampment policies, specifically in Bangladesh, shape the perceptions of host communities towards Rohingya refugees, and contrasts these findings with perceptions from host communities in Nepal, where encampment rules are less stringent. Such a study can especially provide clarity on the socio-cultural dynamics at play when it comes to social harmony as well as identify sources of tension or discontent at an early stage to prevent social discord. Engaging 500 participants from host communities in each country, we delve into attitudes towards, and interactions with, the Rohingya refugee population. In Bangladesh, the implementation of stringent encampment policies, confining refugees to specified camp areas, has potentially cultivated distinct social and economic dynamics within adjacent host communities. Utilizing Ordinary Least Squares (OLS) regression, we examine how such policies might influence host perceptions in aspects such as resource distribution, employment dynamics, social cohesion, and security. In Nepal, where the Rohingya live amongst local communities without stringent encampment rules, we explore how a differing policy approach influences perceptions and social interactions between host communities and refugees. The findings are intended to guide policy-makers and humanitarian agencies in developing strategies and interventions that simultaneously cater to the needs of the refugees and the host communities.

10:30-10:55
80178 | *Identity and Subjective Sense of Cohesion and Unity: The Bulgarian Case*
Albena Nakova, Bulgarian Academy of Sciences, Bulgaria
Emilia Chengelova, Bulgarian Academy of Sciences, Bulgaria
Valentina Milenkova, Bulgarian Academy of Sciences, Bulgaria

This article examines the various dimensions of the identity of Bulgarian citizens and its ethnic specificities. The main consequences of identity are the states of cohesion and unity of people, which are prerequisites for well-being and quality of life. The current analysis focuses on the sense of connectedness and identification that people have with the 'national', 'regional', 'local' or 'European'/'global'. The empirical basis of the article is a nationally representative sociological survey conducted in Bulgaria in 2022, which was subjected to a secondary analysis within the framework of the project "Quality of life and well-being in the context of professional communities and their activity", financed by the National Fund for Scientific Research - 2023. The purpose of the development is to show how Bulgarian citizens perceive themselves today - more like Bulgarians or more like Europeans, where they look for their identity along the local-national-supranational axis. The results of the national survey show several specific findings regarding identity: 1) most people self-identify as "Bulgarian citizens". 2) they are followed by people who identify with "the place they live in". 3) in third place are people who identify with their "friend circle". 4) in next place are the persons who define themselves as "citizen of the EU", and after them are the people who define themselves as "citizen of the world". These results outline the main areas of cohesion of Bulgarian citizens, which determine a certain quality of life at the relevant level (state, settlement, circle of friends, European Community).

11:10-12:25 | G20 (Ground Floor)
Sunday Onsite Parallel Session 3

Story Telling in the Arts

Session Chair: Magdalena Szulc

11:10-11:35
78792 | *Immortality: Reflections of Remembered Lives and Forgotten Faces*
Madhumita Patri, Indian Institute of Technology Ropar, India

The yearning for immortality through self-representation in art and literature is a common theme that has been explored broadly. While some seek immortality through external validation, others opt introspective search for meaning in a world where individual lives are fleeting and often forgotten. It is also important to emphasize the dynamic nature of memory and forgetting. They are not static states but fluid processes that are constantly altered by individual experiences, social pressures, and motions of time. Milan Kundera's novel takes this approach in his novel Immortality. His narrative explores the complex relationship between remembrance and forgetting by exploring their impact on individual lives, the construction of personal memories, and the search for permanence. Through a web of stories, it presents a nuanced portrait of human existence, where the past and the present constantly interact, shaping identity and by extension the Self. This paper aims to redefine the act of forgetting as not just an absence of memory but as a deliberate choice to erase or rewrite the past. to further explore this topic, the reliability of individual memory and the objectivity of historical narratives are brought under the microscope by highlighting the impulse for subjectivity while understanding the past. This is done by examining the literary representations of permanence in general and by analyzing the characters of Kundera in particular where the truth of their lives and actions becomes obscured by their own manipulation and the selective memories of others.

11:35-12:00
82056 | *A Photobook in Motion: 'Kumpanya' – Lost, Found and Bound*
N. Toros Mutlu, Izmir University of Economics, Turkey

This essay explores the provenance, contextualization, and thematic progress of the self-published photobook titled "Kumpanya," a collection discovered by the independent artbooks initiative, KartonKitap, in 2014. Acquired from an erstwhile Turkish online auction platform, GittiGidiyor, the ensemble comprises 27 photographs and 2 movie artist cards, purportedly originating from 1929. Employing a "street box camera," the photographs exhibit a compelling dynamism redolent of the pervasive influence of 1920s American Westerns. The thematic underpinnings of "Kumpanya" reveal a discernible influence from silent Western cinema, particularly pre-1929 releases. Beyond mere visuality, the collection encapsulates a palpable theatrical ambiance, arguably stemming from the silent era's reliance on visual storytelling. "Kumpanya" stands as a testament to collective effort, serving as a visual narrative that seeks to cinematically encapsulate the lives of the children within the rediscovered photographic corpus.

12:00-12:25
78392 | *The Intimate World of Alice Springs Portraits*
Magdalena Szulc, Adam Mickiewicz University, Poland

In my presentation I'd like to focus on the works of Alice Springs aka June Newton, wife of Helmut Newton who was a very famous fashion photographer in 20th century. Alice Springs worked in three genres: portraiture, nude, and fashion/commercial photography – just like her husband, but to differing degrees. In particular, her incomparable portraits continue to resonate today with their authenticity and intensity. Unlike Newton, Springs photographed in a different manner and style. Her portraits were much more intimate and showed her empathy towards others. Social status was not a decisive factor for Alice Springs, even if most of her protagonists counted among the cultural jet set. Besides prominent actors, directors, and writers, her work includes equally compelling portraits of people from other walks of life – including members of the Hells Angels, the punk scene in Los Angeles, and dancers backstage at the Crazy Horse cabaret in Paris. Although Alice Springs got closer to her subjects and responded more spontaneity to unexpected situations than other photographers, she consistently captured the individuality of every one of them. In doing so, she contributed new and surprising images, free of clichés, to the familiar trove of celebrity depictions. Possibly it was her solid grounding in acting that enabled her to look simultaneously at and behind the facade of human expression with her lens.

12:40-14:20 | G20 (Ground Floor)
Sunday Onsite Parallel Session 3
Data & Technology
Session Chair: Moza Al-Rawahi

79501 | *Digital Fetishism: A Critique of the Big Data Ideology*
Andrea Miconi, IULM University, Italy

The paper takes into exam the current literature about Big Data and data capitalism, from the perspective of the critical internet theory. Particular attention will be placed to the ideas of data exploitation and raw data, which will prove to betray a form of digital fetishism: in short, the focus on the final results of the production process, rather than on the social relations by which the very same process is fueled. We will discuss four main arguments. The first one is the over-emphasizing of the novelty with the previous stages in the evolution of capitalism, which will require the retrieval of the critical theories of post-industrial and post-Fordist society. The second, and related aspect, is the under-estimation of the role played by human labor, bases on the idea of synthetical data taking over, which is the clearest example of what Marx defined fetishism. Additionally, we will argue that the current discourse around the surveillance capitalism is falling short, as it does not reckon the already existing evidence of capitalism exploiting human life, as laid out in the Italian operaismo, and namely by Mario Tronti and Antonio Negri. Marx's distinction between labor time and production time will be eventually put forward as an overarching explanation of exploitation in the age of Big Data and digital platforms.

13:05-13:30
82464 | *The Ant Forest, Pro-Environmental Social Gaming App, and Online Environmental Protection in China*
Qingning Wang, Xi'an Jiaotong - Liverpool University, China

The Ant Forest is an embodied component in China's major online payment app Alipay and it is regarded as the most successful pro-environmental social gaming app globally. It is presented as a virtual forest and the growth of the trees are fed by a function called the green energy points. Users earn the points through environment-friendly behaviours that can be recognised by the app. Once a virtual tree is grew on the user's app, Alipay will match a real tree in dedicated conservation areas, thus helped to protect the environment. Previous studies surrounding the Ant Forest often examine the behaviours of users, especially the motivations, short term and long term behavioural changes, and the impacts and results. While this research takes a different angle by examining the understandings and perceptions of the blended boundary between offline and online environmental protection activities in the Ant Forest. To answer these questions, this research conducted interview with 7 users of Ant Forests. The empirical data shows that the boundary between online and offline is blurring for the environmental participation through the Ant Forest. Not only users tended to regard using the Ant Forest as blended online and offline behaviours, but also they described their actions and results of the actions, as interchanging and blending between online and offline.

13:30-13:55
81540 | *The (De)Platformization of Rural Governance: A Case Study of Platform Technology Practices in the Southern Villages of China*
Yanping Guo, South China Normal University, China

The digitization of rural social governance, a critical foundation for modernizing governance capabilities in China, gained momentum with the widespread implementation of grid management since 2013. While grid management provided institutional support for the digital transformation of governance, platform technologies, as symbolic representations of digital governance, permeated various facets of social governance. However, existing academic discussions predominantly approach grassroots social grid governance or digital governance from a public management perspective, often neglecting in-depth rural community case analyses. This research paper explores the digital transformation of rural social governance through the lens of technological politics, focusing on the platformization trends in a specific town in Guangdong, China. Through a field investigation in six villages in a Guangdong minority area, we investigate the initial adoption and adaptation of advanced governance technologies, considering the interaction between individuals (grid officers) and platforms in a new media environment. Drawing inspiration from Jacques Ellul's concept of "the technological society," the study delves into the intricate relationship between governance technologies, specifically non-commercial platforms, and rural contexts. Examining the reception and transformation of advanced governance technologies in underdeveloped rural areas, the research highlights the complexities arising from the dependence on local actors and the divergence of village dynamics from standardized governance platform logics. The study employs a critical analysis of the technological infrastructure of governance cloud platforms, exploring how quantitative, classifying, and assigning technologies regulate on-the-ground practices. The study contends that the digitization of rural governance is not merely a technical challenge but a cultural one.

13:55-14:20
82113 | *Artificial Intelligence and Journalistic Practice: Obstacles and Opportunities for the Omani Journalists*
Moza Al-Rawahi, Sultan Qaboos University, Oman

A considerable attention from academia addressed the adoption and use of artificial intelligence in journalism especially between 2015 and 2022, confirming that AI is a source of innovation, and it has a great potential to influence and improve journalistic professional practices and routines (Marconi et al. 2017). It can be noted that the academic literature on this topic in the Middle East is still nascent despite the practical deployment of AI in the news industry (De-Lima-Santos and Ceron 2021). Drawing upon the notion of Human-Machine Communication framework, this study contribute to the advancement of knowledge about the use of artificial intelligence in journalism in the developing countries. Thus, this study particularly reflects upon the case of the Sultanate of Oman. It identifies the extent of, as well as the opportunities and challenges encountered, while using artificial intelligence technologies in the Omani newspapers. Thus, this study poses the following questions:
RQ1. What are the Omani journalists' perceptions of AI-enabled machines in the role of communicator and the human-machine communication process?
RQ2. To what extent is AI being deployed in the Omani's newspapers?
RQ3. What are the barriers that hinder the use of AI-enabled devices, programmes and automated journalism in the Omani newspaper industry?
To address these questions, questionnaires will be distributed to 200 journalists in the Sultanate. Therefore, this study might provide valuable information for the Ministry of Information in Oman, journalists, policy makers and stakeholders involved in digital transformation initiatives.

14:35-15:50 | G20 (Ground Floor)
Sunday Onsite Parallel Session 4
Media & Film Studies
Session Chair: Zeynep Koçer Göztepe

14:35-15:00
82404 | *Emotionalism: Deriving a Movement from a Film, a Lecture, and an Interview*
Pinar Dìnç Kalayci, Gazi University, Turkey

The role of emotions in the design and emotional responses to environments occupy a noteworthy place in scientific literature. Contrary, the effects of intensive digitalization and technology on individuals and on the design, management, and resilience of cities need further consideration. The study presents a performative, post-qualitative inquiry of the dichotomy. Three data were analyzed: (i) The short film E-Motion-AI City (2021, Tszwai So) was reviewed through media framing analysis to reveal the perception of the director, (ii) the philosopher/journalist Herbert Wright's lecture, his discourse on the data-driven society, was reviewed through content analysis to diagnose the cornerstone arguments in history of thinking and arts and (iii) the author interviewed the film director/architect Tszwai So and performed content analysis to diagnose the key features of Emotionalism as a possible architectural, artistic, and urban movement. AI tools were utilized for the analysis process as the researcher determined the diagnoses. The whole inquiry revealed that (a) giving place to emotions and memories in urban life has the potential to add quality to citizens' lives and their attachment to physical environments, (b) it is mainly the art/architecture that deals with emotions, therefore, art(s) should be taking place in urban planning and urban life somehow, and (c) flânurie, strolling/walking in the city can be considered as a way of developing/creating/recalling emotions, therefore, should be re-introduced to urban and architectural design. As a result, the study introduces Emotionalism as a responsive movement, putting individuals' emotions, feelings, memories, and identities into the core of new consideration.

15:00-15:25
80208 | *Adivasis in Indian Cinema: Critique, Representation and Gaze*
Sneha Mundari, National Institute of Design, India

This paper brings forth an intersection between Indian Cinema, Indigenous studies and decolonizing anthropology. It presents an overview about various films made about indigenous/ adivasi/ tribal communities in India in the Hindi , Bengali and Telugu film industries. It describes the normality of mis-representation of the indigenous communities in Hindi Cinema and also emphasizes on the appropriation of the culture and traditions of various indigenous communities. The paper engages with the significant need for the indigenous/ adivasi/ tribal voices from the communities in the film-making. The paper engages with the work of emerging indigenous filmmakers of the Chotanagpur area in the Eastern part of India, which is geographically located across the States of Jharkhand, Odisha, West Bengal, Bihar and Chhattisgarh. In doing so, the paper analyses their films and uses personal interviews with filmmakers to inquire further into their journeys to understand filmmakers why they make their respective films. It underscores the change and shift in indigenous films, where the films are questioning and addressing the important social issues of their communities. The paper also highlights how these ethnographic films as well as current content creators in video platforms support the decolonizing of anthropology in the field of filmmaking by reimagining the future of adivasi filmmaking.

15:25-15:50
82617 | *Decoding Cinematic Violence: Analyzing 'Holy Spider' Through a Feminist Lens*
Zeynep Koçer Göztepe, Istanbul Kültür University, Turkey

"Holy Spider" (2022), a noir crime drama directed by Ali Abbasi, draws inspiration from the true story of Saeed Hanaei, infamously known as Holy Spider, who unleashed terror upon Mashhad, Iran, by murdering sixteen female prostitutes between 2000 and 2001. The film introduces a fictional female journalist, portrayed by Arezoo Rahimi (Zar Amir Ebrahimi), embarking on a quest to investigate the case. However, as she inches closer to exposing Saeed's atrocities, the pursuit of justice becomes increasingly elusive, particularly as the murderer garners support from those who regard him as a hero. Abbasi asserts that his film serves as a critique of the pervasive misogyny and oppression entrenched in Iranian society. However, this paper posits that the film undermines its progressive message by examining how it portrays violence against women. Specifically, it examines the graphic and stylised cinematic depictions of Saeed's murders, suggesting that such depictions border on fetishisation. As a result, the film ultimately succumbs to the very misogyny it seeks to denounce, perpetuating patriarchal power dynamics and societal norms that dehumanise and victimise women. By reducing female victims to mere objects of violent fetishisation and voyeurism, the film inadvertently aligns itself with the oppressive structures it purportedly critiques.

16:05-17:45 | G20 (Ground Floor)
Sunday Onsite Parallel Session 5
Primary & Secondary Education
Session Chair: Chan Po Lin

16:05-16:30
80606 | *Cultivating Inclusive Educational Spaces Through Art and Design: A New Materialist Exploration of South African Primary School Classrooms*
Mieke Hall, Stellenbosch University, South Africa

This paper presents a pilot study investigating how South African primary school classrooms, as intra-active semiotic landscapes, influence or promote diverse and inclusive learning environments. South Africa, with its profound cultural and ethnic diversity, historically faced inadequate representation within classrooms due to apartheid segregation laws. Despite efforts to reform educational practices since 1994, the impact of the past persists in classrooms, affecting children's cultural identity, sense of belonging, and appreciation for other cultures. To explore these issues, three culturally diverse primary school classrooms, comprising learners of various economic backgrounds, were semiotically analysed from a new materialist perspective using an onto-epistemological approach. From this perspective, all role-players in the classroom, whether of material, human and/or non-human form, exist in entangled, intra-active relationships to each other. Research findings revealed a stark misalignment between cultural representation within the classroom and the learner demographic. Prescribed books, mostly imported from England, featuring the Queen and teatime, and posters displaying British flags and snow, presented experiences vastly different from those of the participating South African learners. This could negatively impact inclusivity due to the intertwined relationship children have with the classroom environment. To demonstrate how the classroom could be reimagined collaboratively, children created artworks to celebrate the positivity in cultural differences to give form to their own lived experience. Displaying the learners' artworks served to integrate their vision into the classroom's semiotic landscape and give them agency. The study underscores the need for reshaping South African educational environments to reflect diversity thirty years into democracy.

16:30-16:55
83024 | *Beyond the Game: Enhancing Emotional and Physical Childhood Resilience with FlexiŠerming*
Stephan Drescher, Science21 Foundation, Czech Republic
Blanka Drescher, Science21 Foundation, Czech Republic
Leonard Bernau, Science21 Foundation, Czech Republic

FlexiŠerming is an innovative method aimed at cultivating resilience in children through playful engagement, grounded in the experiences of an educator and father of four. This approach utilizes simple, adaptable games to develop resilience as a learnable and expandable skill, addressing contemporary challenges such as overprotection, ubiquitous technology, and increasing social and emotional detachment. FlexiŠerming involves a game that merges physical activity with the playful overcoming of challenges, thereby training children's physical and emotional resilience. The method is based on social learning theory principles, emphasizing the significance of imitation and role-playing in children's cognitive and emotional development, and fostering social interactions and empathy. FlexiŠerming is presented not just as a game but as a life lesson, easily integrated into both home and educational settings, offering an affordable, inclusive, and flexible way to bolster resilience in children, preparing them to face life's challenges with confidence and determination.

16:55-17:20
83032 | *Capturing Children's Play Behaviours: A Comparative Analysis of Play in Early Adolescence at Primary School versus High School*
Jane Webb-Williams, University of South Australia, Australia
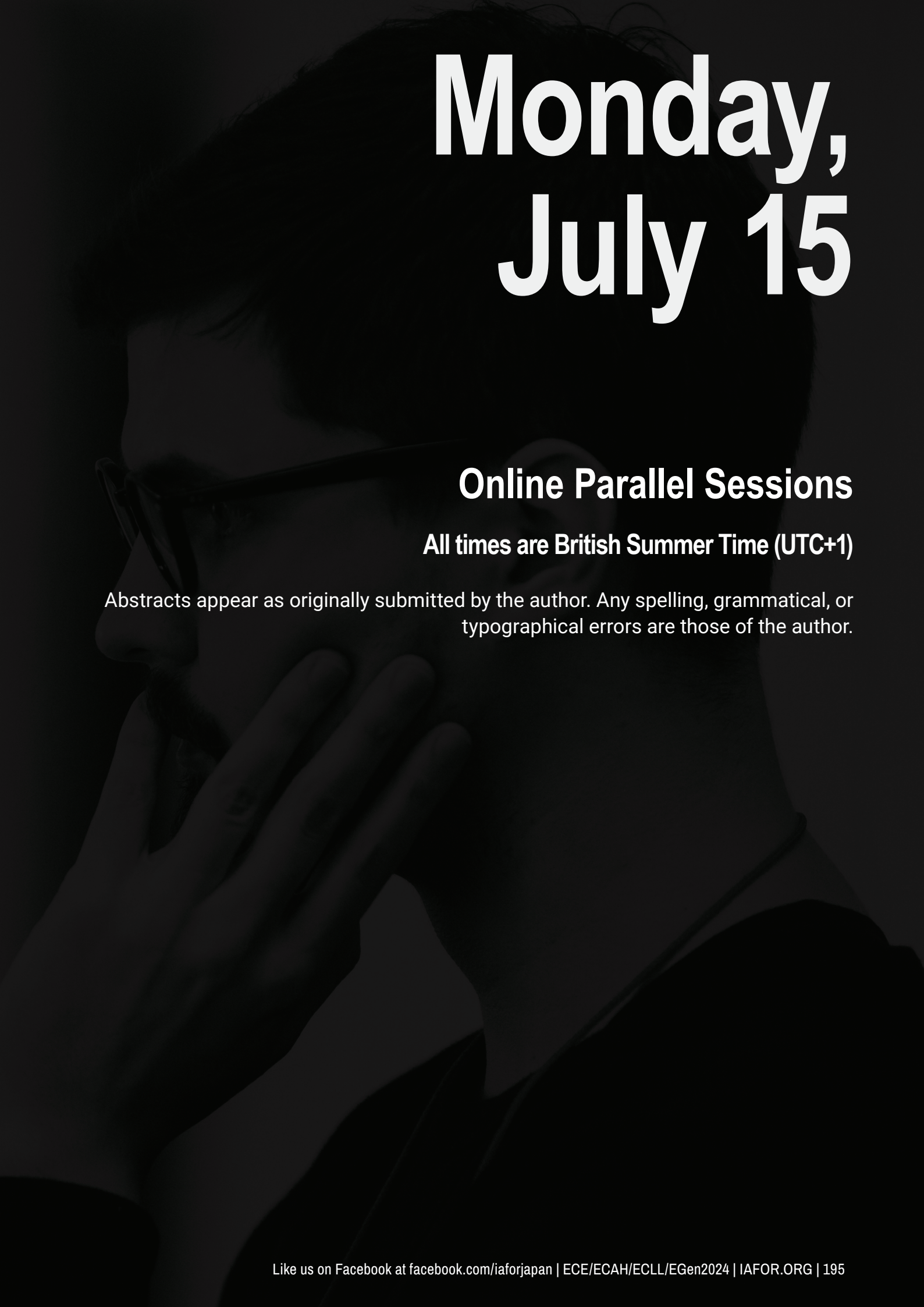Ann Kennedy-Behr, University of South Australia, Australia

Transition from primary to high school can be a time of significant stress for young people. Social connection may mitigate the stress experienced by young people yet their play activities, which are a key source of connection and friendship, have not been examined. The aim of the study was to capture the play behaviors of children in outdoor school environments. Children's play behaviors in their final year of primary school and those in their first year of high school were captured using a standardized tool (Tool for Observing Play Outdoors). Observations occurred in school outdoor environments during break times in South Australia. Data were collected from four schools (two metropolitan and two regional) which were all from a similar level on the Index of Educational Disadvantage. Four observation sessions were held at each school. Parents of 42 (16 girls) primary school students and 85 (33 girls) high school students gave permission for their children to participate. Physical play was the most frequent activity observed in both primary school and high school followed by expressive play. Year level was significantly associated with the type of play engaged in. Findings demonstrate children in the first year of high school continue to engage in physical and social play albeit less than those in the final year of primary school. Differences existed between rural and metropolitan schools. This research questions whether the physical and social environment or onset of puberty is more influential on changes in children's play.

17:20-17:45
80998 | *Community Quality Play in Hong Kong*
Chan Po Lin, The Education University of Hong Kong, Hong Kong

The Community Hub in Hong Kong is an innovative initiative funded by a Charity Fund aimed at providing well-equipped play areas for children living under the poverty line to experience free play. Managed by a team of experienced social workers and early childhood educators, the hub serves as a vital resource for the community. This study aims to comprehensively understand the quality of play provided by the hub and the ways in which it brings about positive change for kindergartens, families, and the community at large. A multi-method approach is employed to achieve this, including observation with a checklist, video analysis, and focus group interviews. The study aims to provide a holistic understanding of the Community Hub's impact by employing this mixed-method approach. The findings will contribute to the ongoing development and improvement of the hub's services, ensuring that it continues to meet the needs of children living under the poverty line and positively influence their educational journey, family dynamics, and overall community well-being.

Monday, July 15

Online Parallel Sessions

All times are British Summer Time (UTC+1)

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

08:00-09:40 | Room A (Live-Stream)
Monday Online Parallel Session 1
Religion and History in Literature
Session Chair: Yu Jin

08:00-08:25
82721 | *Exploring Existential Authenticity: The Philosophical Foundations of the Self in British Literature from the Restorations Era to the Early 19th Century*
Tuan Anh Chau, Angelo State University, United States

Modernist thinking - using logic as a foolproof warrant – responds to underlying needs of immediate gratification and self-validation. The more divided societies become, the more rooms there are for deliberate manifestation of modernist desires. This research paper starts with the hypothesis that modernist self, as identified in British modernist literature, manifests in a continuous struggle for authentic identity-making against societal constraints and existential crises. By emphasizing the struggle between maintaining a civilized persona and self-centered desires, as a central theme of modernism, the study thus hypothesizes that the representation of the modernist self is also shared in the Restoration era, the Romantic era, and the Victorian era of British literature. The theoretical foundations to determine individualistic tendencies, self-realization, authenticity, and struggle against societal contexts as central themes to the formation of the modernist self are based on analyzing philosophical concepts of Cartesian dualism, Mill's utilitarianism, and Sartre's existentialism. The research project includes literature analysis of literary works from famous authors during each mentioned period of British literature in terms of socio-cultural contexts, psychological development, points of view to highlight the rising awareness of increasing individualism. Changes within the British society during the Restoration era to the Modernist era of British literature are discussed in terms societal changes' influences on an individual's pursuit of happiness. The paper seeks to prove that authors during the Restorations era, Romantic era, and Victorian era have unique ways in which their characters are written to become an authentic versions true to their values.

08:25-08:50
82877 | *Cosmogony – A Philosophical Odyssey: Juxtaposition of the Cultural Legend of the Shukla and Krishna Yajur Veda with their Upanishadic Literary Genre*
Sivaram Sivasubramanian, JAIN (deemed-to-be University), India
Rajani Jairam, JAIN (Deemed-to-be University), India

Despite the abundance of investigations on Upanishads, there is a need for more research on their cosmogonical ideas in the framework of a causal relationship between the creator and creation. This study is significant because of its purpose and method of inquiry: it compares the primary Upanishads associated with the Shukla and Krishna Yajur Vedas within the premise of their cultural legend. The authors assert that such an approach can help determine whether the cosmogonical considerations in the Upanishads reflect the known cultural (geographical and historical) differences between the two branches of the Yajur Veda. Based on its findings, this paper concludes that: (i) not only are notions of creator-causality-creation embedded in the Upanishads, but they are also interconnected; (ii) the discussion of causality has an element of association with anthropocentric considerations; and (iii) a discernible pattern of cosmogonical conceptions emerges, consistent with the cultural legend of Shukla and Krishna Yajur Veda. Furthermore, the Upanishads demonstrated similarities in their perspectives of the omnipresent creator, the creator's causal role, and the creation process. In comparison, the Krishna Yajur Veda Upanishads predominantly focus on the creator's description, whereas the Shukla Yajur Veda Upanishads mainly focus on the transformation of the creator into the creation.

08:50-09:15
80372 | *Comparative Study Between Pataleshwar Temple of Malhar and Nohaleshwar Temple of Nohta: A Detailed Architectural Investigation Through Socio-Religious Kaleidoscope*
Sanjukta De, University of Calcutta, India

The Pataleshwar temple located at Malhar which considered being one of the ancient most sites in Bilaspur district, Chhattisgarh. On the other hand, Nohaleshwar Temple is situated in Nohta of Damoh district, Madhya Pradesh. Both of these monuments are dedicated to lord Shiva and were built under the supervision of the mighty Kalachuri kings. The Pataleshwar temple (10th – 11th century CE) however is in ruined condition but it seems to be a masterpiece of the past. The vivid art motives, sculptures and other architectural details are outstanding. This particular temple belongs to the King Jajalladeva II. Nohaleshwar temple is one of the celebrated ancient temples in Damoh district and was promoted by queen Nohla of Kalachuri King Yuvraja-deva I. Krishna Deva, one of the celebrated art historians dated this structure between 950 CE – 960 CE however he is silent on its founder as there is no epigraphical evidence for the same. Both of these temples carry some exceptional architectural and sculptural attributes which are significant to understanding the whole temple-making activities under the influence of the great Kalachuri dynasty. These temples not just only attract tourists, but also raise so many vital questions among historians. Like – What are the similarities and dissimilarities between these two structures? Are these temples carrying one standard unique style or following the traditional temple-making format etc? Apart from these queries, this paper intends to focus on how the socio-religious background of Malhar and Nohta changed the course of temple-making activity under Kalachuris.

09:15-09:40
82993 | *A Study on the Secularization of the Image of Redhead in Medieval English Literature*
Yu Jin, The Hong Kong Polytechnic University, Hong Kong

For a long period, red hair has been mentioned and endowed with special connotations and assumptions in literature. As one of the time turning points, the Medieval Age left a huge impact on British society appearing in several spheres, especially in literature. Being the trait of the wild nation that historians define, red hair presented two opposite connotations in two periods. In this essay, three questions are put forward. The first one is what are the different connotations of red hair between the Anglo-Saxon period and the Medieval period in British literature? The second one is how the religious connotation of red hair affected the public image of secular literature and what is the specific manifestation of it. The third one is that with the process of the shift of the public cognization of redheads, what is the change of social power? In the theory of Northrop Frye, the dark mythological forces should be identified with the heathen empires that can be connected with the strong political slant of the Bible. Therefore, in this essay, I will select typical literature genres as examples including The Canterbury Tales and illustrate the original image of red hair before the period influenced by Catholicism in the Anglo-Saxon period as well as the religious origin of the redhead connotation and try to explain how these changed images became popular and well-known connotations and the transformation of the social power.

09:50-11:40 | Room A (Live-Stream)
Monday Online Parallel Session 2
Film and Literature Studies
Session Chair: Shuyu Liu

09:50-10:15
80756 | *Sempre Libera: Making Spaces for the Repositioning of Marginalized Individuals and Social Groups*
Jovana Stefanović, University of Belgrade, Serbia

The paper aims to show how architecture can both reflect and challenge societal perceptions of gender and class on the example of intricate interplay between spatial organization and set design in the function of portrayal of marginalized social groups in opera. By analyzing the architecture of spaces created by scenic design in contemporary opera productions, study investigates the position of women, particularly those depicted as sex workers, with a specific focus on contrasting performances of Verdi's "La Traviata". Violetta Valéry's character, fluctuating to the modern times since the 19th century, serves as a poignant example for both a loving woman who has gone astray or someone who is not willing to let go of her courtesan past and accept the fragility of being in love. Analysing this interpretational duality through the modalities of architectural response in bringing visionary opera staging (Regieoper) concepts to reality, this study seeks to elucidate how the architecture itself reflects societal attitudes. By highlighting various aspects of Violetta's character, productions selected for this case study have the potential to cast a fresh perspective on familiar plots and amplify messages that were maybe previously left unnoticed. Ultimately, this research aims to emphasize the potency of architectural atmospheres in visual storytelling and shaping our perceptions of marginalized individuals, all while underscoring the potential for theatrical productions to serve as platforms for social critique and catalysts for change.

10:15-10:40
83136 | *Fantasy's Role in Approaching War: A Comparison of Lewis' The Lion, The Witch and The Wardrobe and Barrie's Peter Pan*
Elif Yilmaz, Ankara Hacı Bayram Veli University, Turkey

This presentation examines the versatility of fantasy. This genre can be stated to be serving as an escape from the ugliness of reality, as well as a medium to propagandize those ugly aspects, specifically regarding war. The presentation focuses on Peter Pan by J.M. Barrie and The Lion, The Witch and The Wardrobe by C.S. Lewis and provides an analysis on how various aspects of the genre are reflected in these works. Peter Pan, although it was written before both world wars, due to involvement of Barrie in war propaganda in the US by Britain, is believed to have an impact on Roosevelt's representation of war as a great adventure, echoing Barrie's Peter — the boy who never grows up. This conceptualization of war is analysed as reflecting the power of fantasy to impact mass society. On the contrary, Lewis' famous work is discussed to be an escapist fantasy work in this research, serving as a secondary reality away from the primary and functions as a means for oblivion. This presentation compares Lewis's and Barrie's literary texts regarding their relations to both world wars and explains the evacuation of children during World War II and Barrie's contributions to war propaganda along with Roosevelt's representation of war as a great adventure. Therefore, it is concluded that fantasy has the ability to criticize the primary reality through subversion, while also affecting the ways people view events as disastrous as war.

10:40-11:05
79985 | *The Immersive Experience via Theatre Broadcast: A Case Study on the Bridge Theatre's a Midsummer Night's Dream (2019)*
Shuyu Liu, University of Nottingham, United Kingdom

The arrival of mass media in the 20th century and the evolution of digital technologies have transformed the way of creating theatrical space in this century. Many theatres in the UK have started to use broadcast technology in the past decade to transmit their live performance online or to the cinemas since the National Theatre in London launched the NTLive in 2009, such as the Royal Shakespeare Company 2013 and Shakespeare's Globe's Globe Player since 2014, relaunched in 2021. Broadcast theatre provides an opportunity for the cinema and online audience to "look through" the screen to the live performance, which creates another way of experiencing the theatrical space via virtual elements and offers new opportunities for contemporary commercial theatres to operate, especially at the post-pandemic time. This paper will take Bridge Theatre as an example as it is a relatively new commercial theatre built in 2017 and produced filmed immersive Shakespeare productions, which many critics and scholars think is an innovative way to adapt Shakespeare. It will use the 2019 production, A Midsummer Night's Dream as an example, to analyse its impact on how London's commercial venues produce new productions and how broadcast technology facilitates the flexible theatrical space to present immersive experiences for cinema and online audiences.

11:15-12:55 | Room A (Live-Stream)
Monday Online Parallel Session 3
Politics and Development
Session Chair: Yebo Yu

11:15-11:40
80820 | *Absoluteness, Sharp Transitions, and Indifference: Features of Propaganda and Thought Work in Post-Trust China*
Haoguang Li, Keio University, Japan
Songqi Han, The University of Tokyo, Japan

This article endeavors to comprehensively evaluate the attributes of propaganda and thought work in China under the leadership of the current regime. Previous studies have highlighted resemblances between the current regime and Mao's leadership, particularly in terms of ideological manipulation. However, this article contends that while the propaganda strategies employed by the current regime exhibit similar characteristics to those of the Mao era, the changes in the receivers of the Party's propaganda machine would not lead to similar ideological turbulences seen in the late Mao era caused by such characteristics. This article offers a concise overview of the evolution of propaganda and thought work in China since 1949, and explores the formation of a post-trust environment in contemporary China, characterized by people's indifference toward the Party's rhetoric. Through in-depth examinations of propaganda content related to anti-corruption campaigns and pandemic-related policies, as well as comparisons with historical cases such as the death of Lin Biao and ideological campaigns against the USSR during the Mao era, this article demonstrates that both Maoist China and the current regime exhibit features of absoluteness and sharp transitions in their practices of propaganda and thought work. Even though Deng realized the potential ideological crisis and optimized the propaganda strategy by discarding these features, the current regime can revitalize them again without encountering social challenges, due to people's long-term distrust and indifferent attitude toward state propaganda. This article contributes to the understanding of ideological control in contemporary China.

11:40-12:05
82520 | *The TAPI Project: A Case Study of Regional Development in South and Central Asia*
Sayed Ali Asghar Amiri, Nagoya University, Japan

The recent political changes in Afghanistan, which led to the dominance of the Taliban, have had profound consequences on regional development projects in this country. Among these projects, the Turkmenistan-Afghanistan-Pakistan-India (TAPI) pipeline, an important initiative to strengthen regional cooperation and economic growth, has faced significant setbacks and stalled. This research paper evaluates regional development projects in Afghanistan, focusing on the Turkmenistan-Afghanistan-Pakistan-India (TAPI) pipeline project. This study attempts to assess the costs and benefits associated with regional development initiatives in Afghanistan, particularly in the context of the TAPI project. The main objective of this study is to comprehensively evaluate regional development projects, especially the TAPI project, to understand their impact on regional cooperation by analyzing the key factors that contributed to the failure of TAPI and the subsequent consequences for regional cooperation. This research uses qualitative case study analysis to explore the complexities of the TAPI project. It examines the costs and benefits of each member country. In addition, this study identifies and examines the barriers and obstacles that led to the halting of the TAPI project after the Taliban came to power. Factors such as security concerns, political instability, financial issues, and geopolitical complexities will be carefully examined to understand the challenges facing regional development projects in Afghanistan.

12:05-12:30
82541 | *Platformizing the Rural: The New Farmer Program on Douyin*
Hanxiao Zhang, University College Dublin, Ireland

This research examines the complex labour practices of farmers as platform creative workers in rural China. The Internet infrastructure has gradually spread to rural areas, making the rural areas "networked" and bringing them to platform markets through networking. In the context of existing platform research, which is mostly urban-centric, this paper attempts to focus on the vast and promising but significantly neglected area of rural platforming. This paper will first develop an analytical framework for the platformization of rural areas in China from the three aspects: state, market and farmers. The "New Farmer Program" on Douyin is focused on to explore how the Douyin platform expands its market in rural areas, and how rural farmers participate in the platform's creative process, and the political interests behind it. The study finds that users who participated in the "New Farmers Programme" can achieve fan growth and realisation, and the traffic support of the platform for rural celebrities also shows a "rugby ball" distribution, with less support for the top and tail but more support for the middle with a certain number of followers. However, the creative labour of rural new farmers also suffers from gender bias, reinforcing rural stereotypes, and homogenisation and templating of creative content. And there is a phenomenon and trend of family production business in the growth of rural microcelebrities. In the context of China's economic slowdown, this to some degree, contributes to the wave of migrant workers returning to their hometowns and the trend of counter-urbanisation.

12:30-12:55
82840 | *Gender-Specific Trends of Multimorbidity Prevalence Among Chinese Older Adults: An Age-Period-Cohort Analysis*
Yebo Yu, Peking University, China

The aging society poses a serious threat to multimorbidity, which may lead to a decline in quality of life and the deterioration of psychological health. This study aimed to disentangle the age, period, and cohort effects on multimorbidity among Chinese older adults by gender. Data came from a repeated cross-sectional survey named the Chinese Longitudinal Healthy Longevity Survey (CLHLS). We utilized seven waves of CLHLS (2002-2021) and 990946 participants aged 65-105 were enrolled. For the multimorbidity definition, 15 chronic conditions were asked in every wave. Hierarchical age-period-cohort cross-classified random effects models were conducted to investigate age, period, and cohort trends in multimorbidity. After controlling for covariates, significant age effects were observed (OR=1.595, P<0.001). Inverted U-shaped age effects were identified for both genders (male: OR=0.882, P<0.001; female: OR=0.863, P<0.001), and female elderly always had more prevalent multimorbidity than males on age effects. Besides, cohort and period effects were also significant among Chinese old adults (P<0.001). Males born from 1906-1930 and 1936-1940 faced with higher prevalence of multimorbidity. As to period trends, both genders had similar increasing patterns from 2002 to 2021. Gender-specific age, period, and cohort had different and independent effects on multimorbidity among Chinese older adults. Government and related social organizations ought to pay attention to the increasing period trends of multimorbidity. Management services of multimorbidity risk need to be supplied for females aged 75-85 in advance.

13:05-14:20 | Room A (Live-Stream)
Monday Online Parallel Session 4
Arts Theory and Criticism
Session Chair: Rui Ji

13:05-13:30
78791 | *Immortality of Iconography: An Examination of the Taoist Eight Immortals Motif in Shanxi Tombs During the Jin Dynasty (1115-1234 CE)*
Jinglin Li, Arizona State University, United States

The exploration of Taoism's evolution in China, with a particular emphasis on its transformations during the Jin and Yuan Dynasties, forms the crux of this scholarly inquiry. The spotlight is cast upon Quanzhen Taoism, a significant branch that surfaced and flourished within this historical frame. This study endeavors to unveil the socio-cultural and religious shifts of the era, utilizing a methodical examination of tomb brick reliefs from Shanxi Province. Shanxi Province, with its deep entanglement in Taoist history, emerges as a pivotal site for this research. The region is celebrated for its temples and figures pivotal to Taoist thought. This investigation, therefore, thoroughly engages with the Jin Dynasty tombs in Houma, Shanxi, offering a unique lens into prevailing Taoist ideologies. This is primarily achieved through the examination of brick reliefs, particularly those portraying the revered Eight Immortals from tomb 65H4M102 and Dong Ming. These tombs, as historical artifacts, provide a window into the social and cultural dimensions of their time. The research targets two specific Jin Dynasty tombs in Shanxi, where the imagery of the Eight Immortals is prominently featured. The aim is to discern whether these depictions are true to traditional Taoist elements or hold symbolic meanings that transcend established norms. These representations within the Jin Dynasty tombs are posited to indicate a shift towards more inclusive worship practices, marking a step towards Taoism's secularization. The comprehensive analysis reveals that these tomb decorations not only mirror prevalent Taoist beliefs but also underscore the era's cultural and entertainment influences.

13:30-13:55
80682 | *Forging Dong Qichang: A Close Study of the Cloudy Mountain in the Style of Mi Fu in the MET*
Boxi Liu, Bard Graduate Center, United States

In pre-modern China, there was probably no artist or art theorist who was as prolific and, at the same time, controversial as Dong Qichang. Dong's reform of Chinese painting and calligraphy, as well as his epoch-making theory of Southern and Northern Schools, fundamentally reshaped the historiography of Chinese art and impacted artists for the remainder of the imperial period. During Dong's lifetime, many forgeries of his works had already been circulating on the art market. With the Qing collectors' fervent pursuit of Dong's artworks, counterfeiting Dong's paintings and calligraphies also entered an unprecedented scale. This paper will take a closer look at a handscroll in the Metropolitan Museum of Art. Entitled Cloudy Mountain in the Style of Mi Fu, this handscroll is labeled as a work after Dong Qichang. The primary objective of this paper is to determine whether or not Cloudy Mountain is a forgery. To achieve this goal, the present study will include a close-up examination of the painting, inscription, and seals on Cloudy Mountain and juxtapose them with those of Dong's genuine works. The stylistic and graphological analyses reveal that the Cloudy Mountain was not an authentic work by Dong Qichang, as disclosed by the anachronic use of Dong's seals and the suspicious adaptation of Dong's lyric poem in the colophon. In addition, this paper also affords a glimpse of how an anonymous Qing-dynasty painter had perceived, studied, and forged this well-celebrated Ming painting master.

13:55-14:20
82879 | *Exploring Multicultural Narratives in the Global Art Landscape: Three 'Chinese Characters' Artworks at the Venice Biennale*
Rui Ji, University of Bologna, Italy

Since the 1920s, Chinese art has embarked on an exploration of its cultural richness and complexity through international exhibitions, gradually integrating into the global artistic landscape. Within this context, China's participation in the Venice Biennale represents a synthesis of Chinese cultural wealth, utilizing 'Chinese characters' as a tool for cultural dissemination. An analysis of China's exhibition journey highlights three significant moments associated with 'Chinese characters': Xu Bing's 'Book from the Sky' (1993), Hsiao Chin's 'The Boat' (2000), and Gu Wenda's 'United Nations' (2017). This study critically examines these experiences, investigating the interaction between cultural exploration and representation within the Biennale. Grounded in debates on global art and multiculturalism, contemporary Chinese art, and its international projection, as well as the history of Chinese participation in international exhibitions and the Venice Biennale since the twentieth century, the research evaluates the impact of the Biennale's curatorial principles on these participations. It explores how artists have investigated and expressed their cultural reflections through their works, contributing to the dialogue on cultural diversity and articulating values from the perspective of contemporary global art. The analysis delves into the cultural strategies implemented by artists in the context of globalized exhibitions, highlighting a state of cultural contamination that prompts critical reflection and an assessment of its impact on the reinvention of the Chinese contribution to the future narrative of global art history. This opens new investigative horizons and suggests future research directions.

14:55-16:35 | Room A (Live-Stream)
Monday Online Parallel Session 5
Arts, Media and Society
Session Chair: Raffaella Marini

14:55-15:20
78213 | *Like a Light: Collective Story of People During an Uncertain Time a Participatory Art Project*
Mark Dave Azores, Bicol University, Philippines

The effects of the pandemic are still engrained in some people in our community, especially in mental health. This research traverses the function of art and design as a mediator and a tool in recovering and rebuilding our community after the detrimental pandemic. The research asked about our emotions, learnings, and factors that made us move forward despite the circumstances of the pandemic; these prompts were brought up in a participatory art project called Like A Light. This participatory art project allowed people to discover and reflect on their personal experiences. Through a participatory project, participants from Albay, a province in Southern Luzon, ranging from teens to young adults, reflected on their experiences with the pandemic through a developed symbolic design and lighting. The participants created their version far from the lighting's primary form in response to the questions raised. Phenomenological design and method, such as interviews and written questions were conducted with the participants, and thematic analysis was employed to analyze the data. The study's findings indicate that our experiences are classified as negative or positive. Their learnings from the global pandemic include the significance of things that are not material; discovering oneself in terms of how one will respond to a circumstance and becoming self-conscious. On the other hand, the findings about the reasons that made them move forward indicate God, family, and friends while others are reconnecting with their passion, specifically art, and embracing their authentic selves.

15:20-15:45
80592 | *Fashioning Identity: Using Instagram to Challenge Misconceptions of Religion, Modesty, and Beauty*
Rachel Marie Abreu, University of Stirling, United Kingdom

Social media are integral to representations of beauty, gender, and femininity. However, these representations are often contentious and contribute to the continued othering of religious women. Through the lens of beauty discourse, this paper examines the affordances of Instagram for creating positive, true-to-life representations of religious women. Social media's role in globalisation and cross-cultural engagement has led to tangible results in diversifying portrayals of beauty. However, religious women continue to be minimised in both the academic and media discourse surrounding representation, even when such discussions aim to highlight a variety of racial and cultural backgrounds. Within these spaces, religious women are persistently portrayed homogeneously, as a backwards, ugly, and oppressed group. This study aims to challenge these assumptions and amplify religious women's voices. Using in-depth focus groups and interviews with Muslim, Jewish and Christian women located globally, this study offers a detailed exploration of their nuanced understandings of beauty, femininity, and gendered expectations within religion. The findings build on previous research that establishes Instagram as a tool for self-representation and the fashioning of 'hybrid' identities. The discussions reveal the opportunities that Instagram creates to challenge misconceptions surrounding veiling and modesty, while fostering racially and religiously diverse communities online. Conversely, they highlight how religious women remain subject to overly sexualised, tokenised, and commodified representations in media that align with normative, Western perspectives. The research ultimately concludes that representations of lived, subjective religious experience are imperative not only on social media, but also within other media industries that inform this space.

15:45-16:10
78063 | *Image as Viral Transmission, Artist as Media: the Work of General Idea*
Ruohong Wu, Universidad Politecnica de Madrid, Spain

From self-publishing 26 issues of FILE magazine to wallpapering public facilities with AIDS motifs and conducting the video Pilot for TVOntario broadcast, the Canadian artist trio General Idea actively infiltrated all possible public domains from the 1980s to the present. Marshall McLuhan's idea of media may influence such an expansive use of imagery power with media. Rather than fearing the erosion of critical and independent thinking due to the widespread of mass media, McLuhan regarded it as a "magic institution" that created new tools for the emerging society. Thus, mass media itself becomes an art form for social use. On the other hand, sharing fundamentally defined these provocateurs' motivation. Rather than fixating on artistic discourses, Douglas Crimp claimed that "AIDS art inserts directly into society." Such intention has inspired a generation of artistic practice that remains relevant in the present—not through valued thematic subjects or objects, nor solely through creativity, but by artists functioning as conduits between public and individual sentiment. It shares many parallels with what Nicolas Bourriaud lately called Relational Art, which suggests that a contemporary form of artistic practice focuses on the inter-human sphere. The research first discovered the significance of the work of General Idea within the social context of mass media and the AIDS movement of the 1980s. It further discusses its relevance in the current epoch, which holds the collective desire to distort the knowledge system constructed by privileged contributors and institutions.

16:10-16:35
80728 | *From Japanese Graphic Arts to Ainu Stories: An Exploratory Study of the Narration of "Authentic Japan" through Japan House London*
Raffaella Marini, Ritsumeikan University, Japan

Since the end of World War II, the Japanese government has portrayed Japan as a peace-loving country, committed to democracy and actively contributing to world development. However, this image has been challenged by the rise of China and the mounting security tensions in the Asia-Pacific region. Therefore, the Japanese Ministry of Foreign Affairs (MOFA) has consistently implemented strategic communication initiatives to enhance the understanding of Japanese policy and improve Japan's reputation abroad by conveying its "authentic image". Communicating "authentic Japan" is the main objective of the Japan Houses, three overseas centres established by MOFA in São Paulo, Los Angeles, and London as part of its latest strategic communication projects. Equipped with exhibition spaces, libraries, seminar rooms, shops, and restaurants, each Japan House represents the medium through which Japanese government-affiliated experts and locally hired experts cooperate to organise exhibitions and events that reflect their interpretations of Japan's "authentic image". Drawing from strategic communication, media, and museum studies, this interdisciplinary presentation will offer an exploration of what constitutes "authentic Japan" through the comparative analysis of Japan House London's most recent exhibitions: "WAVE: Currents in Japanese Graphic Arts", a touring exhibition selected by the Japanese government-affiliated experts' team, and "Ainu Stories: Contemporary Lives by the Saru River", curated by the local British team. This analysis will show "authentic Japan" as a heterogeneous strategic narrative, resulting from the continuous negotiations that occur when state and non-state actors with different goals cooperate to promote a country's image built around broad concepts such as authenticity

Notes

08:00-09:40 | Room B (Live-Stream)
Monday Online Parallel Session 1
Teaching and Learning Experiences
Session Chair: Yurui Du

08:00-08:25
80764 | *Bridging the Gap: Strategies for Enhancing Postgraduate Supervision in Brazilian Higher Educational Institutions*
Oluwatosin Mariam Junaid, University of Sao Paulo, Brazil
Malyina Kazue Ono Leal, FGV São Paulo School of Business Administration, Brazil
Marilia Mendes Ferreira, University of Sao Paulo, Brazil

Postgraduate supervision practices may vary widely depending on the policies and culture of institutions. In the context of Brazilian higher education, supervisors' responsibilities encompass mentorship, administrative duties and literacy brokering (Martinez & Graf, 2016; Junaid, 2022), among others. Supervisees' performance and integration into the academic community are highly impacted by their supervisors' conduct. As navigation in the current social practices is complex (Salö, 2017; Tribble, 2019) guidance and facilitation by supervisors can be invaluable. Despite the responsibilities and expectations placed upon supervisors, research indicates the absence of formal training for supervision, thereby highlighting a critical gap in their preparation (Leal, 2023; Motshoane, 2023). This study seeks to explore strategies capable of better equipping supervisors to provide high-quality supervision that meets supervisees' needs and expectations. Conducted at several universities in Brazil, this research employed semi-structured interviews with fifteen postgraduate supervisors. Supervisors across different generations contributed in this study, leading to the understanding of their supervision process, considering historical, social, and cultural contexts that have influenced their supervisory practices over time. The results from the thematic analysis showed that currently, there is no institutional provision for supervisor training, which would be crucial for overall enhancement of supervision practices. Participants consider that some of the key strategies should include mentorship programs, and clear rules that can organize the supervision process. The findings contribute to the improvement of the current activity by drawing attention to the need for and importance of constant postgraduate supervisors' professional development, with a direct impact on supervisees' academic progress.

08:25-08:50
81590 | *Navigating Academic Success: The Impact of CGPA Goal Setting on Student Performance*
Jaime Yap, Sunway University, Malaysia
Tee Hean Tan, Sunway University, Malaysia

In academia, goal setting is crucial for success and personal growth, guiding students at all levels through their educational journey. It provides direction, motivation, and a sense of purpose, helping students navigate challenges and achieve their intellectual aspirations. Experimental studies, like Schippers et al. (2020), highlight the importance of goal expression, self-awareness, and commitment to academic success. Sunway University's American Degree Transfer Program (ADTP) facilitates credit transfer to U.S. universities, offering cost saving and grading systems mirroring those in the U.S. Maintaining a commendable Cumulative Grade Point Average (CGPA) is emphasized, enhancing prospects for university enrolment and scholarships. A comprehensive study spanning two semesters delved into the influence of students' CGPA goal setting on student performance, particularly as a catalyst for increased effort. Among the 60 students surveyed, 30 set their CGA goal at the beginning of the semester with their academic advisor. Students are encouraged to intensify their efforts should their coursework during the semester fall short of their target grades. Comparison of 2 semesters served as checkpoints for academic advancement. Notably, the survey findings highlight the efficacy of goal setting, with 90% of the selected students demonstrating notable strides in achieving their targeted results. Efforts are dedicated to supporting the remaining 10% in their academic pursuits, underscoring the institution's commitment to holistic student development. Furthermore, among the students who did not set desired grades, only 57% exhibited improvements in their academic performance, highlighting the transformative potential of goal setting in fostering individual growth and academic success.

08:50-09:15
78311 | *Exploring the Motivational Potential of Authentic Assessment Through the Lens of Self-Determination*
Christopher Martin, Birmingham City University, United Kingdom

This presentation investigates the intricate interplay between authentic assessment, student motivation, and self-determination in educational contexts. Grounded in a comprehensive review of the literature, the presentation explores the theoretical underpinnings of self-determination as a motivational theory and how this could apply to practices within authentic assessment. Drawing upon self-determination as the main framework, the presentation elucidates how the three psychological conditions of autonomy, competence, and relatedness can be promoted through the implementation of authentic assessment practices. The analysis underscores the pivotal role of authentic assessment in nurturing student autonomy and cultivating a sense of competence, ultimately leading to enhanced intrinsic motivation and engagement in the assessment process. A brief discussion sheds light on the theoretical insights, emphasising the relevance of this presentation's commentary for informing educational policy and assessment design. Overall, this presentation offers a nuanced understanding of how the fusion of authentic assessment and self-determination theory can shape a motivating and empowering educational experience, ultimately leading to improved outcomes for students.

09:15-09:40
81866 | *Learning Motivation, Class Engagement, and Academic Performance in Mixed-Grade Classes at Wenzhou-Kean University*
Yurui Du, Wenzhou Kean University, China
Zifan Chen, Wenzhou Kean University, China
Jia Lu, Wenzhou Kean University, China

Many foreign elementary schools or universities apply the mixed-grade class model while having a lecture, which means students from different grades are taught in one section. This teaching model is rare in China but standard at Wenzhou-Kean University. Motivation and class engagement are two significant factors influencing students' academic performance. This study aims to investigate the correlation between learning motivation, class engagement, and students' academic performance in mixed-grade classes and determine whether students' high learning motivation and class engagement could predict good academic performance. This quantitative study collected 169 students' responses from Wenzhou-Kean University, using a validated questionnaire to evaluate students' learning motivation, class engagement, and academic performance. This study uses convenience sampling to collect data and analyze it using SPSS. Pearson correlation reveals that learning motivation and class engagement positively correlate with students' academic performance in general and among students of different grades. The Linear regression found that learning motivation and class engagement could predict academic performance of various ages. One-way ANOVA finds no significant differences among different year grades regarding the three main variables, but this hypothesis should be retained due to the limitation of lack of sample. With these results, students can have a clearer insight and a comprehensive understanding of improving their academic performance in a mixed-grade class. This study also has significance for educators in China, as it can provide some practical teaching concerns and try different educational models while teaching mixed-grade classes.

09:50-11:05 | Room B (Live-Stream)
Monday Online Parallel Session 2
Learning Experiences, Student Learning and Learner Diversity (Workshop)
Session Chair: Starr Sackstein

09:50-10:40
78812 | *Make All Assessment Student-Led: Promoting Agency and Achievement Through Portfolio and Conferences*
Starr Sackstein, Mastery Portfolio, United States

Student-led assessment using portfolios and conferences promotes opportunities for students to take agency over their goal setting, progress and overall demonstration of learning. In this session, participants will learn about how to create dynamic learning environments that empower students to communicate effectively about their learning. Looking deeply at the way educators provide feedback for students to set goals, reflect and then track progress toward those goals. Educators will gain insight about how to set up portfolio structures, how to teach students to review their own work critically and also how to provide feedback to their peers. Additionally, we will see student examples of what true reflection looks like in writing and in video - as a means to show the best ways to provide actionable feedback that is personalized to the learner. This session will engage participants through a variety of activities meant to model best practices that they can use in their own learning spaces.

10:40-11:05
82601 | *How Does Print Exposure Facilitate English Lexical Development in Hong Kong Primary School Children?*
Arthur Kan, University of Cambridge, United Kingdom
Chris Law, The Chinese University of Hong Kong, Hong Kong
Stephen Matthews, The University of Hong Kong, Hong Kong
Virginia Yip, The Chinese University of Hong Kong, Hong Kong

This study presents the first multifactorial corpus-linguistic analysis of lexical diversity (LD) and coverage in a dataset comprising English textbooks and exam materials used by grade 1-3 primary school children (age 6;0-8;0) in Hong Kong. Very little is known regarding how far print exposure facilitates lexical development in this key stage, and its efficacy in preparing students for high-stakes examinations. To investigate this question, we analyzed the lexical variability (MATTR and MTLD) and bigram indices (T and MI), which reflect LD at the lemma and phrasal level respectively. We predict a positive correlation between these indices and grade level as learners progress. We extracted 72 textbook chapters from major publishers and 27 exam sections from the exam authority. Using Natural Language Processing (NLP) tools, we extracted the pertinent indices from each chapter/section. Controlling for text length and syntactic complexity, we fitted the data in linear mixed-effects models. The retained model shows a significant progression for MATTR and MTLD, and pairwise comparisons indicated no significant differences between P3 and exam materials. However, we also found a descending trend in bigram indices. The result of our lexical coverage analysis shows a low correspondence between textbooks and exam papers. Together, the findings suggest that not all aspects of vocabulary knowledge were considered in textbook design. A major implication is that learners are exposed to sub-optimal print materials, which may lead to gaps in vocabulary knowledge when they reach the next stage. Based on our findings, some recommendations for educators and practitioners will be.

Monday Online Parallel Session 3
Learner's Diversity and Inclusivity
Session Chair: Hsuehi Lo

11:15-11:40

78323 | *A Mixed Method Study of Middle School Students' Perception of the Impact of Socio-Economic Status on Academic Intrinsic Motivation*

Pallavi Aggarwal, University of Missouri-Sanit Louis, United States
Taylor Mae-L. Lawson Smith, Fort Zumwalt School District R-II, United States

Research shows that intrinsically motivated students tend to achieve higher academic growth (Mendoza,2012). When specific populations of students are labeled "at risk", it becomes difficult for them to realize their intrinsic motivation (Ginsberg & Wlodkowski, 2019). Students identified as "at risk" tend to be from a lower socioeconomic status (Cedeño et al., 2016). Proposed study investigates the relationship between perceived socioeconomic status of students with their academic intrinsic motivation. An urban mid-western middle school with approximately 700 low-income students got equal opportunity to participate in research. 50 students with both signed student and parent consent forms were allowed to participate in the research. Mixed method research design was conducted using a survey that contained a 5-point likert scale which measured academic intrinsic motivation and multiple-choice questions followed by open ended questions which measured the students' perceived socioeconomic status. Multiple choice questions included parents' employment status, income range and their educational level with three open ended questions to deepen the understanding of the choices selected by students. Parental income range was used as the parameter to measure the socioeconomic status. Open-ended questions focused on opportunities provided to students, challenges faced by them and their future goals. Linear regression analysis helped to establish no relationship between the students' perceived parental income range and their academic intrinsic motivation. However, using manual coding open-ended questions shed light on the equal opportunities provided by the school in spite of their parent's income level.

11:40-12:05

82535 | *How Inclusive 3rd Level Education Is Experienced by People with Intellectual Disability: A Scoping Review*

Therese Hennessy, University of Limerick, Ireland
Jennifer McMahon, Mary Immaculate College, Ireland
Owen Doody, University of Limerick, Ireland

3rd level education is a relatively new opportunity for people with intellectual disability. The development of 3rd-level opportunities for this population rests on understanding their experiences and suggestions for programme development and improvement. This study aimed to establish how inclusive 3rd level education is experienced by people with intellectual disability. A scoping review using Arksey and O'Malley2005) framework was conducted of peer-reviewed literature published between 2002 to 2023 that reported empirical research on the experience of inclusive 3rd level education by people with intellectual disability. People with intellectual disabilities are engaging in 3rd level education courses within University Campuses. They consider such programmes as opportunities to meet aspirations and to enable independent living especially through employment. The experience is influenced by supportive staff, initiatives, and challenges. From the literature suggestions on how programmes could be improved were identified. People with intellectual disability value and embrace the opportunities to engage in 3rd level education. The experience is a mix of positive personal outcomes and challenges. Future research is needed to examine effective approaches to overcoming challenges and finding ways to develop programmes that meet the needs of adults with intellectual disability.

12:05-12:30

80263 | *A Mirror Image of Social Justice: A Case Study of Two Midwestern (USA) Somali Teachers Share Their Perceptions in DEI*

Hsuehi Lo, St. Cloud State University, United States

Via this case study, I explored the social justice of two Somali educators regarding Diversity, Equality, and Inclusion (DEI) perceptions and their related effectiveness with white third graders. In the interpretive study, I follow the two Somali teachers, Igro, and Ayan, to explore any challenges they experienced in teaching mostly white students. I had a particular interest in the strategies Igro and Ayan employed in instructing a group made up of mostly white students (Igro = 92%, Ayan = 87%). I conducted six interviews and eight observations and analyzed them via critical education research methods (Young & Diem, 2024). I also analyzed students' reactions to working with Somali teachers, mostly addressing their sense of racial diversity. Education researchers in the U.S.A. tend to address the experiences and challenges impacting white teachers dealing with cultural diversity. This investigation turns the issue around looking (as it does) at the experiences of diverse teachers. However, the fact showed 97% of teachers in rural area of state of Minnesota are white people and 87% of their students also represent majority white families. Results showed that Igro and Ayan traced their success to
1) building the sense of belonging in their educational spaces, 2) creating positive interactions, 3) setting up clear learning goals to maintain students' success, and 4) standing on a de-colonizing perspective in sharing different cultures.

12:30-12:55

82941 | *Intellectual Virtues Towards Building Professional and Citizenship Education: The Case of Higher Education*

Vassiliki Delli, University of Patras, Greece

Traditionally, higher education study programs in Europe have been framed as content-focused, drawing on pre-agreed canons of knowledge delivered through a systematic didactic approach. The strict curricula and the lecture-based format can be said to allow for limited spaces for indulging into societal concerns or discussing values and beliefs. On the other hand, the history of Higher education offers an abundance of normative considerations regarding its role as a civilizing force within complex societies and the democratic regime. In this context, multiple questions are raised as to the role Higher education can play in building Citizenship Education in Europe. Nowadays, the demands of good citizenship stretch beyond the requirement for "proper behavior in the public space" to a series of other competences, i.e. how one reasons, acquires evidence, and assesses argumentation when one discusses and responds to individuals. The 'recipe' for healthy democracy requires refraining from 'demonizing' people and attitudes to practicing a range of intellectual virtues, such as "open-mindedness", "fair-mindedness", "intellectual carefulness", "perseverance" and "intellectual autonomy". Therefore, the first goal of this paper is to examine which intellectual virtues should be promoted in higher education. I will show how these virtues relate to both students' academic development and the competences of citizenship education. Via problem-based learning examples or literature narratives in the context of different disciplines, I will explore how the teaching and learning process at university can build future professionals and citizens, i.e making connections between the inner knowledge of self and the outer knowledge of the world.

Monday Online Parallel Session 4
Learner's Diversity and Inclusivity
Session Chair: Paulina De Santis

82439 | *Empowering Learner's Vocabulary Through an Autonomous Approach*
Natsuki Matsui, Kyoto University of Advanced Science, Japan

This presentation introduces an innovative semi-autonomous learning methodology that utilizes easily accessible ICT tools to facilitate personalized vocabulary acquisition alongside exposure to the target language. This approach not only promotes self-directed learning beyond traditional classroom boundaries but also aims to enhance learner motivation through collaborative engagement. Participants are entrusted with selecting videos from a streaming service that align with their interests and language learning objectives. They are encouraged to explore multiple videos with subtitles available in both their native language and the target language. Progress is meticulously tracked using a shared online spreadsheet, fostering peer accountability and enabling the monitoring of individual engagement levels. To enhance vocabulary and refine pronunciation skills, learners participate in shadowing exercises, selecting and practicing one to three sentences of dialogue from each video. The focus is on mastering the rhythm and intonation of the target language, thereby aiding in vocabulary acquisition with correct pronunciation. This comprehensive approach seamlessly integrates technology into language learning, empowering learners to actively engage with authentic materials while receiving targeted feedback tailored to their individual needs. By amalgamating self-directed learning with collaborative activities and personalized feedback, this methodology offers a holistic approach to enhancing the overall language acquisition experience. The effectiveness of this approach will be demonstrated through English, Japanese, and French learning contexts.

13:30-13:55
83102 | *Empowering University Students in Hong Kong to "Read as a Writer" Rather than to Merely "Read as a Reader"*
Allen Ho, The Chinese University of Hong Kong, Hong Kong

Many English-as-a-second-language (ESL) and English-as-a-foreign-language (EFL) learners at the tertiary level face difficulties in academic writing and are eager to make improvements in this area, which is crucial to their academic survival in the university. Yet, in most cases, they tend to have overlooked or even neglected the intricate relationship between reading and writing in a sense that one effective way to improve writing performance is in fact to read extensively and strategically. Also, when reading a text, it is common for students to focus mainly on the content (i.e., identification of information and / or understanding of concepts) rather than the writing style and language use, meaning that they are more like "reading as a reader" than "reading as a writer". In this regard, the reading process is likely to have limited positive impacts on the enrichment of their writing quality. In this presentation, the strong bonding between reading and writing as well as the specific differences between "reading as a reader" and "reading as a writer" will first be introduced. Subsequently, there will be a demonstration of how a group of students majoring in Cultural and Religious Studies in a university in Hong Kong was empowered to read as a writer in a training workshop. Some practical tips on effective training will also be shared.

13:55-14:20
80808 | *Project-Based Learning in Advanced Foreign Language Classroom*
Paulina De Santis, Defense Language Institute Foreign Language Center, United States

Project-based learning (PBL) as a part of experiential learning has been around for a few decades. "Learning by doing", as it was accurately defined by John Dewey, has recently witnessed an upsurge in attention due to the educational needs of the new generation of students. Their preference for learning foreign languages for practical needs has prompted an increase in the implementation of pragmatic models in teaching. PBL allows students to focus on the connection between their theoretical and applied skills, on the solutions of problems while using the language, as well as demonstrating their cognitive, interpersonal, intrapersonal and presentational skills (B. Barron, J. Pellegrino, M. Hilton). The presenter will discuss the effectiveness of PBL and its role in the personalization of instruction to student interests in upper levels of Russian. She will share her experience of using class projects in Advanced language classroom and demonstrate their pivotal role in learners' overall success in achieving their learning goals.

14:20-14:45
80660 | *Exploring the Linguistic-Correlates of Language Learner Diversity Towards Holistic Learner Classification*
Shalu Kumari, Indian Institute of Technology Guwahati, India
Sukumar Nandi, Indian Institute of Technology Guwahati, India
Bidisha Som, Indian Institute of Technology Guwahati, India

Research in language teaching/learning has factored in many parameters like age, input mechanism and their role in ultimate attainment. Over time, specific details of the learners, like motivation, social entrenchment etc. have also been looked at. In today's time, unsupervised, online learning environment demands customization of input as well. This customization can be arrived at through a thorough knowledge of the learners' background and utilizing the same to classify learners into categories. A lesson plan built on this holistic approach will ensure higher success rate among students. In this regard, this work investigates linguistic correlates of language learner diversity i.e., important factors that influence new language learning. The study comprises of analysis of data, collected through a questionnaire, on a number of linguistic factors like: learner's language background, language usage pattern, parents' language background, community language use, along with other factors like aptitude, motivation, cognitive style, attitudes, personality and extracurricular activities. Based on the dataset generated from approximately 350 participants, a total of 54 features are extracted. Principal Components Analysis (PCA) used for feature reduction to 20 features, followed by K-mean clustering for grouping the learners into four groups: novice, beginner, intermediate and proficient. This grouping maps on the implicit study material grouping. The main contribution of the current work is the use of machine learning algorithms on a range of linguistic parameters to arrive at learner classification, thus minimizing human error and subjectivity in the process.

08:00-09:40 | Room C (Live-Stream)
Monday Online Parallel Session 1
Curriculum Design and Development
Session Chair: Rodah Sechele-Nthapelelang

08:00-08:25
83076 | *Workplace Learning and Adaptation: A Perception-Response Model*
Thai Vu, Curtin University, Australia
Subra Ananthram, Curtin University, Australia
Dawn Bennett, Curtin University, Australia
Sonia Ferns, Curtin University, Australia

This presentation introduces a Perception–Response Model of Organisational Socialisation (Vu et al., 2023) and discusses its applicability to research and practice in promoting workplace learning and adaptation among newcomers, such as students on placement. Workplace learning and adaptation often pose significant challenges for students on placement, particularly international students (Vu et al., 2022). However, little was known about how international students develop perceptions of their workplace context and how these perceptions affect their learning and adaptation strategies. This crucial research gap informed the qualitative study reported in this presentation. The study employed a grounded approach, with data gathered through 27 in-depth interviews with nine international undergraduate engineering students from an Australian university (three interviews with each student). Findings reveal two types of contexts perceived by participating students: preconceived and reconfirmed contexts; and two corresponding learning and adaptation strategies: initial and adjusted strategies. Significant insights were synthesised into a Perception–Response Model of Organisational Socialisation. The Model provides a useful framework for educational institutions and employers to empower students and equip them with the capabilities for enhancing workplace learning and adaptation.

08:25-08:50
79933 | *Echoes of Creativity: Bridging Pedagogy and Innovation Through a Real-World Design Project*
Carla Cadete, Lusófona University, Portugal

During the second semester of 2022/23, a pedagogical practice was implemented at Porto Lusófona University for second-year Communication Design undergraduates. The rock band Squeezos, consisting of five young musicians from Porto City, challenged the 2nd-year Design class to create a graphic image for their upcoming album cover. This request came from one of the band members who was also a student from the first-year course. In response, the students generated design proposals, and the band selected one for the album cover. The project followed the Design Thinking methodology, from problem definition to project ideation, prototyping, and implementation. The article is structured into four sections: Introduction, literature review, work methodology, and conclusion. This initiative was mutually beneficial for the musicians, who are university students and cannot afford to pay professional designers. Design students are allowed to participate in a real-world project and apply the tools and methods acquired during their coursework; it exemplifies a successful initiative, where pedagogical activities converge with collaborative involvement as a motivational force for students; it was an excellent way to prepare graduates for the professional sphere by fostering engagement through innovative practices; engaging in the design process for an actual music album cover lets students to gain hands-on experience, equipping them with valuable skills and insights beyond traditional classroom activities; furthermore, provides a tangible learning opportunity and enhances the practical value of students' academic endeavors by allowing them to showcase their work in the market, thereby improving the quality of their portfolios.

08:50-09:15
79845 | *MBA Program: An Analysis on Alignment of Curricula with Current Needs and Its Challenges*
Sadia Sheikh, Institute of Business Administration, Pakistan

The study reviews literature to study the criticism on the MBA program for not meeting the current organizational requirements and then analyses the MBA program curriculum from the publicly available webpages of 12 selected schools. The data revealed that schools include some core business courses in their curriculum, and their contribution to the curriculum stands between 45% to 69% of the total curriculum and thus leaves little room for more innovative courses. Despite the emphasis by industry to include more relevant courses on soft skills, technology, societal impact, strategy, and decision-making, their contribution to the curriculum is still low. One rationale to this also confirmed through literature and from the class statistics of two schools revealed a high percentage of learners from other academic disciplines such as engineering who need the foundational business knowledge courses. These students also contribute a major chunk to the business school earnings; thus, the curriculum is designed such that it is feasible to all student streams. Furthermore, separating the streams into different MBA modules is not a preferred option as the class discussions benefit from the diversity that these students bring from their respective experiences. Another discussion for improvement of curricula and MBA programs stems from the pursuit of international accreditations, and whether business schools tend to fulfill the accreditation requirements under a Market logic for legitimacy, without following the accreditation standards in true spirit which can result in significant quality improvements.

09:15-09:40
83176 | *Syllabus Review as a Leitmotif to Achieving Educational Objectives: The Case of the Botswana Junior Certificate of Education Syllabus*
Rodah Sechele-Nthapelelang, University of Botswana, Botswana
Boingotlo Winnie Kaome, University of Botswana, Botswana
Boiketleetso Obene Bojosi, University of Botswana, Botswana

Skills development in our societies has become the cornerstone through which policymakers and implementers gauge the level of advancement of a society. As much as the intention of most governing bodies is to be at par with the world, this intention is equally guided by country-specific objectives and reporting mechanisms that track progress and inform on the reorganization of strategies. The education sector has instituted, to this end, syllabus reviews which accord policy makers an opportunity to interrogate teaching objectives and values and to subsequently reflect on adopted teaching practices. The Botswana education system is a case in point: the French language teaching syllabus having been developed first in 2000 has undergone two reviews – in 2010 and subsequently in 2020 giving way to implementation in January 2023. The first year of implementation has been met with high student performance rates at the just published JCE 2023 results, thereby buttressing the importance of such an enterprise. This paper seeks to investigate how reviewing a syllabus can be instrumental in achieving educational objectives. The methodology will be constituted by a desktop review to interrogate the guiding principles of the syllabus review, the rationale guiding such an exercise, and how implementation concretised the intended objective of the review. We will also interview teachers to get a view on the import of the syllabus review to teaching and learning. We will conclude by opening a discussion on whether the revision of the syllabus augers for long-term effects on the language proficiency of learners.

Monday Online Parallel Session 2

Contemporary Issues in Educational Institutions

Session Chair: Lorenzo Duchi

09:50-10:15
83141 | *Perspectives on Austrians Secondary Level Art Curriculum Towards Democracy Education*
Eva Greisberger, University of Applied Arts Vienna, Austria

Although Austrians curricula for the general secondary level have anchored political education as an overarching educational goal, there are no concrete references in the current subject-specific curriculum for art education. Thus political education rather remains a vague requirement than a contractual measure in art lessons. Current events and the results of recent studies indicate, that democracies are under increasing global pressure (OECD, 2024). Civic education and democracy education are therefore not only necessary, but must play a stronger role in art education. Subject specific art pedagogy and didactics provide approaches on the topic of democracy. Political dimensions are not only currently being considered in its discourses in various respects, but are as well inscribed in the genesis of the subject itself (cf. history of the subject; especially political aesthetic education in Germany as a subarea within art education). The aim of the presentation is to introduce subject areas and starting points that are particularly suitable for promoting democracy education through art lessons at secondary level. In the background of democracy education (John Dewey) and alongside the subtopics 1) "Political dimensions of the aesthetic" the presentation will introduce and discuss approaches and methods as effective concepts of democracy education for Austrian art education.

10:15-10:40
82686 | *Posthuman-a/r/tography Matter: The New Enlightenment of Decolonization from the More-than-human Perspective in Art Education Context*
Mengkai Zhang, the University of British Columbia, Canada

This study aims to explore: 1) what new enlightenment humans can gain from a more-than-human perspective on rethinking epistemology and ontology, and 2) how this enlightenment can deepen our understanding of decolonization. Integrating posthumanism (Umbrello, 2018) with A/r/tography (Irwin, 2013), this research forms a framework named Posthuman-A/r/tography, challenging traditional anthropocentric views. The study begins with an examination of how birds perceive human-dominated spaces, specifically focusing on a public art, sʔi:ɬqəy̓ qeqən, at the University of British Columbia, symbolizing decolonization (Wilson, 2019). By studying the visual capabilities of seagulls, this paper reinterprets the relationship between public spaces, the more-than-human world, and humans, encouraging a shift from human-centered perspectives to a more inclusive view that recognizes the agency of the more-than-human world. Emphasizing interdisciplinary research under the Posthuman-A/r/tography (Springgay, Irwin, & Kind, 2005; Irwin, 2024; Umbrello, 2018), the study blends quantum physics and ecology, demonstrating the transformative power of combining artistic practice with posthumanist thought. Ultimately, this study underscores the importance of symbiosis between humans and the more-than-human world, highlighting the continuous necessity to explore and embrace diverse viewpoints for a deeper understanding of decolonization.

10:40-11:05
83082 | *The Societal Impact of Universities: A Qualitative Evaluation of an Education Innovation*
Lorenzo Duchi, Erasmus University Rotterdam, Netherlands
Canan Mesutoglu, Erasmus University Rotterdam, Netherlands

With the urgency to respond to the rapid changes undergoing in the world, it is becoming more pivotal than ever for universities to connect and actively engage with society in order to tackle our current global challenges. In the Netherlands, this shift towards contributing to a positive societal impact has permeated across higher education institutions. Numerous projects have emerged with an explicit focus on bringing real-life problems into the classroom to foster multidisciplinary collaboration and interactions across different stakeholders and the community at large. The literature presents multiple conceptualizations to describe the societal impact of universities, ranging from the social responsibility of universities to university-community partnerships. Nevertheless, little is still known about the impacts that such projects might have on the students, the teachers, and the community. Therefore, this research aims at exploring the effects of an education innovation, called HefHouse, at the Erasmus University Rotterdam. We conducted interviews and focus groups with students, teachers, and the local partners across three different cases happening within this project. We discovered many different changes that the HefHouse is stimulating, changes in terms of knowledge acquired, skills developed, attitudes and values shifted, and new relationships forged. We also learned about potential causes of such changes. They ranged from developing experiential learning experiences and combining different institutions and disciplines to co-creating with the different actors involved and reflecting together throughout the whole process. Implications on the relevance and value of (evaluating) such education innovations will be explored in more depth.

11:15-12:55 | Room C (Live-Stream)
Monday Online Parallel Session 3
Issues in Alternative Education
Session Chair: Ali Asghar Kia

11:15-11:40
82939 | *The Unseen Toll of Academic Success: Shadow Education and Student Well-Being*
Deeksha Sharma, Panjab University, India
Satvinderpal Kaur, Panjab University, India
Guru Trisha Singh, Swami Vivekanand College of Education, India

In the dynamic educational landscape, the transition to a profit-driven industry model has undermined the traditional conception of education as a public good (UNESCO, 2016). Adding to this shift is the recent surge of shadow education, a burgeoning billion-dollar coaching industry that originated in Asian countries and has since expanded globally. Shadow education, characterized by private supplementary tutoring conducted alongside regular schooling hours, has emerged as a significant influence. This paper aims to explore the impact of shadow education on the psychological and emotional well-being of students. Through empirical research conducted in Chandigarh City, India, the study focuses on 200 12th-grade students concurrently preparing for All-India level entrance examinations in Medicine and Engineering streams. Employing stratified random sampling and descriptive survey methods, the findings uncover concerning patterns, with shadow education institutes enrolling students in extensive two-year programs and charging hefty fees for tuition and accommodation/transportation services. Consequently, many students forego regular school attendance in favor of coaching centers. The study observes that a majority of students experience heightened levels of anxiety, stress, isolation, and reduced emotional resilience. This research underscores the urgent need to address the complex interplay between shadow education, student well-being, and the evolving educational landscape, where profit often takes precedence over educational priorities. The ramifications extend beyond the individual level, impacting critical aspects of sustainable development such as quality education, equity, and social justice.

11:40-12:05
82557 | *A Comparative Evaluation of MOOCs and Classroom Learning in Engineering and Science in India: A MOOC Policy Assessment*
Pramath Kant, Indian Institute of Technology Bombay, India
Anurag Mehra, Indian Institute of Technology Bombay, India

In 2016, the Indian government introduced the SWAYAM regulation, allowing Indian MOOCs to be an alternative to regular classroom learning in higher education. The policy was designed to facilitate broader access to high-quality learning content and provisioning for credit transfer. However, after the introduction of the regulation, little or no studies have been conducted on the impact of MOOC policy in higher education. This study employs a policy evaluation framework to ascertain the effects of the SWAYAM MOOC policy on its key stakeholders, students, and faculty in higher education based on the data gathered from our survey.Drawing from more than five hundred survey data collected from multiple engineering and science colleges across India, we investigated the experiences of both faculty and students using quantitative and qualitative statistics. The analysis compared stakeholders' perspectives on MOOCs with traditional classroom learning. Our study revealed that the current version of MOOCs under the SWAYAM policy fails to provide avenues for face-to-face discussion, hands-on skill development or real-life learning experiences, which are crucial in engineering and science education. However, students and faculty agreed that MOOCs provide learning flexibility and enrich knowledge beyond the classroom curriculum. The faculty members also believe that MOOCs negatively impact the professional development of the students. We also found that students understood the importance of classroom learning and were convinced that MOOCs should not substitute classroom courses. The paper concludes by discussing the implications of the findings and highlighting feedback for policy stakeholders.

12:05-12:30
81800 | *Preparing to Succeed: The Impact of an Access Module at the Open University*
Renu Bhandari, The Open University, United Kingdom
John Butcher, The Open University, United Kingdom
Karen Foley, The Open University, United Kingdom
Mick McCormick, The Open University, United Kingdom

The Office for Students (OfS, 2022) highlighted a critical level of attrition affecting the continuation and progression of higher education students in England, particularly affecting learners from the most disadvantaged backgrounds. This threatens sector efforts to widen Higher Education (HE) participation to a more diverse, under-represented population. However, with open access comes a responsibility to prepare students with the skills to succeed and offer support necessary to overcome barriers. In 2012, the OU developed a part-time 30-week distance learning preparatory Access programme (30 credits at Level 0), responding to concerns that tripled HE tuition fees in England would prevent students from the poorest backgrounds accessing HE. The study explored institutional, dispositional, and situational barriers that students faced in their transition from Access to level 1 modules, focussing on "Access impact" in preparing them for this transition. The results highlight 'supported aspirations' link to personal passions and may help address institutional barriers and acknowledge the sustained impact of such preparatory curriculum, alongside pro-active empathetic 1-1 support, may offer some ideas to address sector concerns about attrition.

12:30-12:55
79810 | *Applications of Human-Centered Artificial Intelligence and Open Educational Resources to Improve E-Learning: Case Study of "Online Journalism" Lesson in Iran*
Ali Asghar Kia, Allameh Tabataba'i University, Iran
Kaveh Bazargan, Allameh Tabataba'i University, Iran

Purpose: The purpose of this article is to analyze the evolution of open educational resources and its application in electronic learning and online journalism. For this purpose, the following questions have been answered: a) How did the term open educational resources come about and what is its evolution? b) What are the characteristics of open educational resources? c) What is the use of open educational resources in e-learning? Method: To answer the research questions and realize the aforementioned goal, the case study method was used. The necessary data has been collected, arranged and analyzed through documents at the national and international level. Among these documents: UNESCO publications and reports, articles and other academic publications were relevant. Findings: The starting point of the formation of open educational resources has been to make university classrooms available to those interested in higher education by popularizing "open textbooks". Based on this experience, UNESCO named this type of action as Open Educational Resources (OER). After that, several efforts were made and the use of open educational resources was investigated with the participation of academics and the implementers of education programs for sustainable development. Thus, international efforts have expanded to learn how to prepare and disseminate open educational resources. Conclusion: Open educational resources include those resources that are free of charge, with an "open certificate" (CC), the possibility of receiving, applying, revising, combining and redistributing them is available for users. UNESCO has explained the mentioned concept.

13:05-14:45 | Room C (Live-Stream)
Monday Online Parallel Session 4
Professional Training, Development and Concerns in Education
Session Chair: Christiana Kappo-Abidemi

13:05-13:30
83235 | *Self-Efficacy and Teachers' Professional Development: The Relationship Between Various Online and Traditional Professional Development Activities and Teachers' Self-Efficacy*
Badriah Algarni, Ministry of Education , Saudi Arabia

The objective of this study was to examine the relationship between several factors, teachers' demographics, teacher qualities, school context, gender and different forms of professional development (traditional and online), and their impact on teachers' perceived self-efficacy. Numerical data were obtained from an online survey. The participants consisted of 389 school teachers from various regions in Saudi Arabia. The findings demonstrated a substantial correlation between some types of online professional development and the enhancement of teachers' self-efficacy, particularly through engagement in professional learning communities. Conversely, conventional methods of professional development, such as conferences, and seminars, held less importance. Moreover, female teachers exhibited a greater degree of self-efficacy than their male counterparts. The results are analysed in terms of their implications for the design of professional development programmes for teachers, with a focus on enhancing teachers' self-efficacy at a higher level.

13:30-13:55
80941 | *Pedagogical Training as a Protective Factor of Occupational Risk Among Teachers: Empirical Evidence for Colombia*
Cristian Alejandro Cortes Garcia, Universidad de los Andes, Colombia
Hernando Bayona-Rodriguez, Universidad de los Andes, Colombia

This research studied the effect of enrolling in the official teaching career on the health of teachers; in addition, it examined whether there are differences in the outcome of the occupational risk of teaching between education professionals and other professionals. A regression discontinuity design was used as a methodology to identify the causal effect of the intention-to-treat (ITT) and the treatment effect on those treated (TOT). Three data sources were used in the process: the first was the public data about teacher selection processes which included information about the exam they took; the second one was the public's teaching staff report; and the third one corresponded to the teacher's health report, and the analysis were conducted using Stata 18.0. The design selected took advantage of the exogeneity generated by the discontinuity in the cut-off point of the official career entrance exam and it allowed us to compare teachers who were next to the cut-off point and were accepted and those who were next to the cut-off point and not were accepted. The results suggested that, on average, entering a teaching career in the official sector was associated with an increase in the number of days of disability per year compared to those who did not enter a teaching career in the official sector. Similarly, it was found that the occupational risk is differential according to the initial training of the teachers and the sex. These results were statistically significant.

13:55-14:20
83058 | *Exploring Principal Autonomy in the Emirates School Establishment: A Qualitative Case Study*
Asma Abdallah, Sharjah Education Academy, United Arab Emirates

This qualitative study examines the autonomy of public-school principals in the UAE under the Emirates School Establishment (ESE). It identifies the challenges they face in improving school performance within a centralized system, focusing on eight public schools with eleven principals (eight females, three males). Data were collected through observations, interviews, documents, and reports, with face-to-face interviews in Arabic, lasting approximately two hours, and translated into English. Principals face significant restrictions from MOE and ESE policies, limiting their ability to make effective decisions. The executive management system hinders their responsiveness, especially in emergencies, underscoring the need for greater autonomy in administrative and academic matters. Limited power in staff recruitment further affects alignment with school needs. Empowering principals and implementing a co-administration system with HR can enhance recruitment processes. Leadership internships and training programs are essential for developing principals' skills in policy, regulations, educational practices, and comprehensive school management. Additionally, principals need control over financial resources to effectively reward staff and manage school funds. Decentralized financial management and budgeting training are crucial for school efficiency. The study concludes that principals experience numerous challenges in practicing effective autonomy due to MoE interference in regulating finances and recruitment. Collaborative decision-making practices, however, can improve academic outcomes and motivate teachers. The study recommends that UAE authorities provide opportunities for school leaders to manage administrative tasks fully and that HR should work collaboratively with principals in making hiring decisions to enhance academic outcomes.

14:20-14:45
81561 | *Academic Staff Perspectives on Human Capital Development in Selected South African Higher Education Institutions*
Christiana Kappo-Abidemi, University of Mpumalanga, South Africa

Doctoral education in South Africa has proven inadequate in preparing potential academic staff for the rigor of teaching education and training. Nevertheless, most PhD holders in South African HEIs are expected to shoulder administrative and academic responsibilities, which they are not primarily trained to do in their doctoral training. This study explores the extent to which years of working experience influence the academic staff's perceptions of human capital development (HCD) in HEIs. It adopts a concurrent triangulation and integrative mixed-method approach for data collection using quantitative and qualitative methods. A self-developed Likert scale instrument was used with 245 respondents, while individual face-to-face interviews were conducted with 20 senior academic staff from the seven selected universities. Multivariate multiple regression analysis was used to examine the variations in response to HCD factors according to participants' years of working experience. Some of the factors of HCD show a significant difference in response to years of working experience. The result was confirmed through the qualitative interviews conducted and analyzed by content analysis. The qualitative interviews show that academic staff hired before acquiring doctorates are better trained in teaching and learning, engagement, and administrative responsibilities than those employed with doctorate qualifications. However, the study recommends that having doctorate qualifications does not guarantee a maximum output in other areas of academic responsibilities. Hence, continuous and relevant training to upskill academic staff, regardless of their positions, should be encouraged by HEIs.

Monday Online Parallel Session 1
Comparative Foreign Language Learning and Teaching
Session Chair: Asami Nakayama

08:00-08:25

80088 | *Evaluation of the Impact of Accelerated Reader on Chinese Primary School Pupils' English Reading Attainment and Wider Outcomes*
Fujia Yang, Durham University, United Kingdom

This paper presents a cluster randomised control trial of an internet-based reading programme called Accelerated Reader (AR), which has been used in more than 800 schools and organisations in Chinese schools and is widely used in worldwide. This trial involved 11 classes with 528 students in Years 5 and 6 from Chinese public primary schools. Four classes (197 students) were arranged in the treatment group, and seven classes (331 students) were in the control group (business as usual). After one term (around 16 weeks), the results suggest that AR is effective for enhancing students' English reading outcomes (ES = +0.36). AR also shows a positive impact on most aspects of students' English reading habits, but there is no robust evidence showing AR is effective for motivating students' reading attitudes.

08:25-08:50

81131 | *Assessing Metacognitive Skills in Mathematical Problem Solving: A Comparative Study of a Task-Specific Questionnaire and Think Aloud Protocol*
Uthpala Athukorala, Institute of Technology University of Moratuwa, Sri Lanka
Dileepa Fernando, Singapore University of Technology and Design, Singapore
Chanakya Wijeratne, University of Colombo, Sri Lanka

Metacognitive skills play a crucial role in aiding students to comprehend when, why, where, and how to apply their knowledge to mathematical problem-solving. Consequently, teachers seek effective measurements to assess metacognitive skills and identify students with low metacognitive skills in mathematical problem-solving. Think Aloud Protocol (TAP) is recommended as the best method for measuring metacognitive skills in Mathematics. But using TAP is impractical for classes with a large number of students due to administrative challenges and time constraints. Questionnaires, although have less administrative issues, they are not generating reliable data comparable to TAP. To address these challenges, a task-specific questionnaire was designed based on the TAP, boasting a reliability of 0.89 (ordinal alpha) and a content validation score (S-CVI/Ave) of 0.9. The primary objective of this study is to examine whether the data generated by the questionnaire align through data generated by TAP. Twenty (20), third-year undergraduates from the Sri Lanka Technological Campus (SLTC) pursuing a BSc in Information Technology participated in the study. Engaging in the problem-solving process, they verbalized their thoughts, and immediately filled out the newly designed questionnaire. The overall correlation between the questionnaire and TAP (r=0.52) suggests the potential utility of this questionnaire as an alternative to TAP.

08:50-09:15

80842 | *Enhancing Traditional Textbooks Using the Task-Based Approach: The Case of Teaching Turkish to Greek L1 in Cyprus*
Katerina Antoniou Karantoki, University of Cyprus, Cyprus

The study addresses the challenges teachers of Turkish face in Cyprus due to the compulsory use of traditional textbooks and examines the potential impact of task-based language teaching (TBLT) alongside traditional textbooks. According to the literature, Turkish language textbooks lack incorporation of current foreign language acquisition studies and methodological advancements (Aygen, 2012; Özyürek, 2009), and there is a need for textbooks that include more features, such as teaching all four skills (Chmielowska & Dikici, 2013). Despite their limitations, they are still mandatory for teaching Turkish as a foreign language at State Institutes in Cyprus. Teachers often face limitations when using textbooks and must adapt their teaching skills to create more engaging learning experiences (Gak, 2014). This study explores how combining the Task-Based Language approach with prescribed textbooks can enhance students' communication skills and encourage active participation in the learning process. The aim was to enhance Greek L1 learners of Turkish' communicative competencies. The instructor converted activities such as filling in the blanks, reading, writing, and listening activities into tasks. Employing a mixed-methods approach, the teacher administered pre- and post-course questionnaires and conducted observational assessments. The paper provides valuable data and guidance for educators looking to implement task-based techniques within the confines of traditional textbooks. Despite the challenges, the results showed that students exhibited heightened engagement and communicative participation when introducing tasks. This research offers practical insights for educators looking to implement task-based techniques within the constraints of traditional textbooks, aiming to achieve better learning outcomes.

09:15-09:40

80021 | *Transient Linguistic Tides: Willingness to Communicate in Japanese Among Study Abroad Students*
Asami Nakayama, Gifu University of Medical Science, Japan

This study investigates the impact of short-term study abroad (SA) programmes on Japanese learners of English, focusing specifically on whether such experiences can sustain learners' motivation over time. The study combines quantitative and qualitative approaches to capture the overall trend within the group and to explore the individual reasons behind changes in motivation. From a quantitative perspective, the Motivational Factors Questionnaire (Ryan, 2009) was administered to participants at three pivotal moments: before the study abroad (SA) program, within a month after its conclusion, and a year later, with participant number 33, 30, and 24, respectively. Analysis of the ANOVA results indicated a significant increase in willingness to communicate in Japanese (WTCJ) during the SA, followed by a decrease a year later. Additionally, qualitative insights were gained from interviews with 5 participants, illuminating the social dynamics among Japanese students and their interactions with non-Japanese speakers. These interviews suggested that a shared linguistic and cultural identity might enhance communication comfort during the SA. Nonetheless, a decline in WTCJ upon returning to Japan was observed, attributed to changes in social contexts and individual priorities. This study emphasises the necessity of considering social and individual factors to understand language communication in SA programmes. It offers insights into the complexities of personal, cultural, and environmental influences on language use and communication preferences. It provides a comprehensive view of how short-term SA experiences affect learners' motivation for English learning.

09:50-11:05 | Room D (Live-Stream)
Monday Online Parallel Session 2
Applied Linguistics Research
Session Chair: Janine Berns

09:50-10:15
80789 | *Multimodal Aspects of Academic Oral Presentations: Pedagogical Perspective*
Tetyana Smotrova, National University of Singapore, Singapore
Anita Toh, National University of Singapore, Singapore

The multimodal aspects of oral presentation (OP) skills have been an important focus in studies on public speech and academic communication (e.g., Hood & Forey, 2005; Morell, 2015). However, within this body of research, there has been a lack of pedagogical perspective on how to teach these multimodal aspects. Moreover, most existing studies consider either the use of gesture (e.g., Carney, 2014; Masi, 2019) or the use of slides in OPs (e.g., Dubois, 1980; Rowley-Jolivet, 2004) separately. Meanwhile, Harrison (2021) posits that it is the interplay between speech, gestures, and slides in an OP that helps to maintain the audience's attention and aid their comprehension. Building upon Harrison's work and other studies on multimodality in OPs, this pilot study analyses the speech-gesture-slide interplay in post-graduate students' OPs. In this talk, we present preliminary findings from a qualitative analysis of a small corpus of student OP videos. Our participants are post-graduate students from different disciplines taking an academic communication course at a public university in South-East Asia. Having identified the specific ways students use such functions of speech-gesture-slide interplay as "draw attention", "depict", "decompose", "disclose", and "animate", we draw on Goodwin's (1995; 2000; 2014) framework to conclude that when presenting their research, students should strive to employ the different semiotic systems in a coherent way "so that they mutually elaborate each other in a way relevant to the accomplishment of the [communicative] actions" (Goodwin, 2014, p. 238). Other pedagogical recommendations for teaching multimodal aspects of OPs will also be discussed.

10:15-10:40
77933 | *A Study on the Relevance of Learner Centric Materials for the Holistic Acquisition of the Skills of English in an Intermediate ESL Classroom at the Tertiary Level*
D. Christina Sagaya Mary Dhiraviam, Loyola College, India

The study attempts to find out the importance of learner centrist learning materials for the acquisition of the major skills of English and its related sub skills in a heterogeneous ESL classroom at the tertiary level. The study asserts that learning materials used for the purpose of acquisition of L2 could be interesting, learner friendly, culture specific and motivating to enhance the acquisition of the listening, speaking, reading, writing and its sub skills. The experiment is conducted at Loyola College, Chennai, India on a sample population of about sixty-five learners with select learning materials during a semester. The prescribed texts include: An Injured Lion Still wants to Roar, Nobel Lecture, Apology to Australia's Indigenous People, Nationalism and Internationalism. A questionnaire was administered to the L2 learners during the end of the experiment to gauge the validity of the experiment. The information obtained from the questionnaire is analysed through the use of SPSS software, through T -test analysis with the help of standard deviation table. Majority of the L2 learners had viewed that learner centric ESL materials augments the process of SLA and intrinsic motivation. The study also accommodates at risk and marginalized L2 learners. The study also discusses the limitations and scope for future study.

10:40-11:05
80661 | *The Challenge of Sounds in FL Listening and Speaking: Perspectives From Dutch Learners of French and Their Teachers*
Janine Berns, Radboud University, Netherlands
Sophie Brand, Radboud University, Netherlands

Foreign language (FL) listening comprehension and pronunciation skills both appeal to the mastery of the target language's (TL) sounds and sound patterns. If learners encounter difficulties when listening to the TL, the amount of language that can serve as input for language learning decreases and they will also have limited opportunities to engage in oral communication in the TL. Much existing research explained FL listening and production challenges from a cognitive perspective (e.g. De Jong et al., 2012). Previous studies also showed that activities raising learners' awareness of TL sound patterns benefit perception and production (e.g., Bradlow et al., 1997; Tsang, 2019). Research findings on TL sound pattern difficulties and phonics instruction however appear to percolate only slowly and limitedly into educational practice. We explore this gap between research and classroom practice. Taking the productive and perceptive difficulties encountered by Dutch secondary school pupils learning French as a starting point (Brand & Berns, 2023), we further complete the picture by questionnaire results with pupils' (n=116) and teachers' (n=22) perspectives. Our findings confirm the segregated nature of listening comprehension and pronunciation teaching, which seems to directly impact learners' lack of confidence when producing and listening to word chains. We further discuss the adequacy of textbook listening and speaking activities, the usefulness of attention for sounds and features for various learner groups, the perceived possibilities and limitations for the curriculum. The outcomes are based on the French language classroom, but will also be considered in the light of FL learning in general.

11:15-12:55 | Room D (Live-Stream)
Monday Online Parallel Session 3
Foreign Languages Education
Session Chair: Andreea Cervatiuc

11:15-11:40
83070 | *Importance of Background Knowledge for ESL Students*
Mariana Alvayero Ricklefs, Northern Illinois University, United States

Background knowledge is essential for reading comprehension. Students who have prior knowledge of a topic are more able to understand it, and to remember better information about it. Background knowledge is a construct with a long history, which has been influenced by very different theories: Cognitive and sociocultural. Decades ago, psychologists in the United States explained learning from a cognitive perspective. They used the term "schemata" – knowledge of the world – to elucidate learning and reading (Rumelhart, 1980). Psychologists in the former Soviet Union, explained learning from a sociocultural perspective. They asserted that learning is situated in specific cultural-historical contexts, and that it is based on social interactions (Vygotsky, 1978; 1987). Years later, education researchers expanded the definition of background knowledge by including the notion of "Funds of Knowledge" (FoK) (Moll & Gonzalez, 1994). FoK comprise various life experiences that culturally and linguistically diverse students acquire in their home and community. Currently it is a notion widely accepted that background knowledge (including various schemata and diverse funds of knowledge) is a fundamental factor influencing students' reading comprehension. This is particularly important for English Learners (ELs) whose background knowledge is different from those of the culture for which texts were written. Hence, teachers need to know how to assess, activate, and build ELs' background knowledge (August & Shanahan, 2010). In this presentation, we will analyze research-based background knowledge strategies tested and proven effective thus far, and will explore new strategies useful to improve ESL students' learning.

11:40-12:05
79214 | *Transformation of EFL in the Turkish Education System from the Ottoman Empire to the Republic of Turkey*
Sinem Maden-Tuna, University of Lodz, Poland

The education system of the Ottoman Empire was always in a transformation process during its 600-year-history in Anatolia. On the other hand, New Turkish Republic was founded in 1923 based on a completely different regulation system which brought innovations in many areas including education. Accordingly, there were considerable changes in the school types, curricula and the basic elements of education such as the type of the original alphabet and the educational philosophies behind the whole educational system. Despite these significant changes, foreign language education (FLE) has always become a part of curricula, with a recent focus on English language. Therefore, as a part of the educational reforms, there have been many transformations in teaching English as a foreign language (EFL) in Turkey, especially in terms of the objectives and the standards. The aim of this study is to show the transformation and the development process of FLE in Turkish educational system through the Ottoman Empire and Turkish Republic in order to understand the contemporary status and the problems of English as a foreign language in Turkey.

12:05-12:30
81727 | *Reflection of Underachieving Language Learners on the Failed Online Intervention in Writing and Speaking Skills*
Nazli Aggun Celik, İskenderun Technical University, Turkey

The current study deals with under achieving language learners who have not benefitted from online remedial assistance. A repeat A1 class in a preparatory EFL program in a public university in Turkey was selected as the sample setting. A course curriculum which aimed to intervene with underachieving learners had been prepared and implemented during a twelve-week period in the 2017-18 Academic Year. However, five learners in that classroom still failed the courses and become repeat again. The current study considers these learners' self-reflections on their experience with blended instruction in order to determine the weakness of online remedial help and to recommend some features that are supportive of these students' success. In order to collect information regarding students' reflections on their blended instruction experience, semi-structured interviews were administered and subsequently analyzed via content analysis following the end of the term. The results were organized by themes under the categories of perceived weaknesses of blended instruction and some suggestions for educators. The underachieving learners stated that unexpected experiences with the parameters, the increasing complexity level of the language and the need for dynamism were the reasons for their failures. The study care importance for educators who want to prepare realistic online remedial help by including the active involvement of underachieving language learners and empowering their voice in the world of the online. Precautions should be taken to engage vulnerable learners with blended instruction. It is important in terms of not putting more burden on their struggle to learn a language.

12:30-12:55
82546 | *The Multilingual Turn in Teaching English as an Additional Language*
Andreea Cervatiuc, University of British Columbia, Canada

This presentation will focus on the relevance of the multilingual turn in teaching English as an additional language, which can be done equitably through a multilingual lens (Cummins, 2009). It will report on a recent conceptual research study that explains how the multilingual turn in second language acquisition (SLA) has triggered a multilingual turn in additional language teaching. This presentation will discuss some of the approaches and strategies that can make the teaching of English as an additional language more equitable, such as translanguaging, bilingual instructional strategies, teaching for strafer, activities that build on students' prior knowledge, identity texts, and a participatory-transformative curriculum. Multilingual English classrooms are characterized by a plurality of discourses and practices (García & Sylvan, 2011) and cherish students' funds of knowledge and linguistic and cultural diversity. This presentation will also explain how SLA evolved from a monolingually-biased field to a multilingually-oriented one, by redefining outdated terminology, adopting new research designs, and advancing compelling theories of multilingualism, such as the holistic and dynamic approach and the theory of multi-competence. The findings and conclusions of this conceptual research study can have important implications for educators, additional language learners, researchers, and policymakers.

13:05-14:45 | Room D (Live-Stream)
Monday Online Parallel Session 4
Language, Linguistics
Session Chair: Charles Cheuk Fung Lok

13:05-13:30
82848 | *Morphological Dimensionality: Insights into the Variability of Morphological Knowledge Across Languages*
Lama Bergstrand Othman, The University of Wisconsin-Whitewater, United States

The purpose of this presentation is to offer a thorough examination of the methods employed to evaluate Arabic morphological knowledge in academic studies involving school-aged native Arabic speaking children. This session will focus on the systematic review of literature used in this study, specifically discussing the frameworks that were employed to guide the creation of measures of Arabic morphological knowledge. I will analyze the results and the inferences made from them, providing a thorough explanation of the implications for future research and educational methods. An extensive examination of the results reveals the specific attributes of measurements related to morphological knowledge, such as the various modes and modalities. This prompts a discussion of whether Arabic morphological knowledge should be perceived as multidimensional or unidimensional. In conclusion, this research will provide recommendations that highlight the significance of integrating the findings from previous studies on dimensionality to improve our understanding of Arabic morphology and its subsequent influence on literacy education.

13:30-13:55
82878 | *Diglossia and Literacy Development: Navigating a Language Variations*
Lama Bergstrand Othman, The University of Wisconsin-Whitewater, United States

The purpose of this presentation is to explore the concept of diglossia and its various forms. In this analysis, I will explore concepts such as lexical distance, illustrating with examples how this phenomenon manifests to varying extents across different languages. The discussion will extend to diglossia within Arabic-speaking regions, accompanied by a systematic review of studies examining its influence on literacy development. Furthermore, in this presentation, I will discuss the findings related to the complexities of diglossic influence on literacy and examine the stance on whether diglossia adversely impacts formal language acquisition and literacy. This analysis will consider cases of high literacy levels in diglossic settings, contrasted with scenarios where, despite the absence of diglossia, literacy rates remain low. In conclusion, a summary of these discussions will be presented, along with an overview of research focusing on the most significant factors contributing to literacy development in diglossic regions.

13:55-14:20
80330 | *The Production Effect in Word Learning: Comparing Monolingual and Bilingual Speakers*
Brian Mathias, University of Aberdeen, United Kingdom
Rebecca Bridle, University of Aberdeen, United Kingdom
Abdul Manaf Mumuni, University of Aberdeen, United Kingdom

Prior research has demonstrated that actively producing, or verbalizing, words aloud can enhance word retention more effectively than silent reading, a phenomenon known as the production effect (PE) in memory. Additionally, studies have identified a bilingual advantage in word learning. However, the impact of individual differences in language background on the PE has not been previously explored. The current study investigated the PE across 128 adult monolingual and bilingual English speakers. In Experiment 1, participants either articulated or silently read English words presented one at a time, and then completed a memory test in which they were asked to identify each word as either previously seen ('old') or not ('new'). Results showed that both monolinguals and bilinguals exhibited improved memory for words that they articulated, with bilinguals achieving higher overall memory accuracy compared to monolinguals. In Experiment 2, participants completed the same task with pseudowords adhering to English phonotactic rules. Here again, both bilinguals and monolinguals demonstrated a significant PE, and responded more quickly to pseudowords that they had articulated. Taken together, these findings suggest that active production is an equally viable strategy for learning new words, applicable to both monolingual and bilingual learners.

14:20-14:45
83144 | *Bilingual Children's Development of Cantonese: Responses to Cantonese A-not-A Questions*
Virginia Yip, Chinese University of Hong Kong, Hong Kong
Charles Cheuk Fung Lok, Chinese University of Hong Kong, Hong Kong
Jonathan Him Nok Lee, University of Pennsylvania, United States
Stephen Matthews, University of Hong Kong, Hong Kong

This paper investigates the responses to Cantonese A-not-A questions in bilingual and monolingual children. Yes/no is a response to most English yes-no questions while hai6/m4hai6 is a response to some Cantonese yes-no questions, i.e., intonational questions and particle questions. This fulfils the structural overlap condition for cross-linguistic influence (CLI) in Hulk & Müller's (2000) hypothesis. Therefore, we predict CLI from English to Cantonese in bilingual children's responses to A-not-A questions. The research questions are: 1) To what extent do bilingual and monolingual children produce target responses to A-not-A questions? What types of mismatches are produced? 2) How do bilingual and monolingual children's patterns of mismatch differ and why? We compare longitudinal data from Cantonese-English bilingual children (N=8, Yip & Matthews, 2007) and monolingual Cantonese-speaking children (N=8, Lee et al., 1996). Data are sampled at three-month intervals from 2;0 to 3;0. 4236 question-response pairs are examined and two types of mismatches are discussed: 1) using hai6 'yes' or m4hai6 'no' to answer non-hai6-m4-hai6 questions, 2) using jau5 'have' or mou5 'not have' to answer non-jau5-mou5 questions. Both appeared in monolingual and bilingual children's production. Mixed effects logistic regression shows significantly more mismatches (p = .01) in bilinguals, especially hai6 mismatch (p = .008), and less target responses (p = .01) compared to monolinguals. The higher production rate of hai6 'yes' mismatches in bilinguals suggests CLI from the English invariable responses to Cantonese. We will also discuss the jau5/mou5 'not have' mismatches which are not attributed to CLI.

08:00-09:40 | Room E (Live-Stream)
Monday Online Parallel Session 1
Innovative Technology in Education
Session Chair: Wafa ElGarah

08:00-08:25
82510 | *Digital Peer Learning Hub: Accelerating Networked Learning*
Rikke Duus, University College London, United Kingdom
Mike Cooray, Hult International Business School, United Kingdom

In readiness for the fast-paced world of work, university students must develop digital skills, effective teamworking and critical thinking. To achieve this, we design and host an innovative Digital Peer Learning Hub that accelerates networked learning. We have used the Digital Peer Learning Hub with students at UCL and other HEIs for the last 3-4 years. The Digital Peer Learning Hub is custom-designed to support intensive peer-learning, especially in large student cohorts, to accelerate learning, performance and students' confidence. Our Digital Peer Learning Hub methodology is published by the Harvard Business Publishing Education. We adapt our Digital Peer Learning Hubs to meet modern-day student requirements by enabling students to create impactful digital outputs and receive critical peer-feedback. This networked learning, achieved through a custom-designed digital hub (not the university learning management system), enhances students' progress and acts as a catalyst to raise standards for assessed work. We use multiple digital platforms to enable students to create dynamic and visually impactful digital outputs. We are able to run Digital Peer Learning Hubs effectively through triangular engagement between students, faculty and specially trained teaching assistants. Successful students on this module, who acquire the aforesaid skills and competences, are able to compete for a wider range of graduate and early career employment and business opportunities. In our presentation, we are able to showcase Digital Peer Learning Hubs that we are set up and developed with students and provide guidance to colleagues who wish to set up their own Digital Peer Learning Hubs.

08:25-08:50
80799 | *Artificial Intelligence: Tracing the AI's Roots & Evolution and Its Growing Impact on Emotional Intelligence of Humans*
Amanpreet Kaur, Panjab University, India

The advancement in the field of technology has given the boom to popularity of artificial intelligence. It has brought exciting improvements in the everyday human life. It has also raised the question what the impact of AI on human emotional intelligence would be. Emotional intelligence teaches the human to empathize with others, cope with the life's challenges, express and deal with the emotions in constructive way. Artificial Intelligence (AI) may imitate human emotions but cannot truly replace them. AI is a machine-based game that has been used at very fast speed in every field of life from personal to professional. Emotional Intelligence (EQ) helps to understand, manage the emotions, teach humans to reduce stress and communicate effectively, to judiciously handle the interpersonal relationships. This paper will reflect on the artificial intelligence, its roots and evolution, & its growing impact on the emotional intelligence. For this the different databases will be explored to analysis the evolution of AI and how it is fast spreading its wings? How rapidly advancing AI affects the emotional intelligence of human? Does AI make Emotional Intelligence redundant? This reflective study may serve as a mean to enhance emotional intelligence among humans and to understand the darker side of AI, exploring the double-edged sword of AI and the increasing the urgent calls for its regulation.

08:50-09:15
80329 | *Impact of Topic and Video-Based Learning in Programming on Students' Performance: A Pilot Study in Undergraduate Engineering Education*
Burak Bilgi, TED University, Turkey
Özlem Albayrak, TED University, Turkey
Mert Çopur, TED University, Turkey

This pilot study examines how different video-materials on teaching specific programming topics impact the learning outcomes of undergraduate engineering students. The study included 38 participants who took pre-tests and post-tests for two distinct topics, resulting in 76 evaluations. Analysis using a paired two sample t test demonstrated an improvement in performance scores, indicating that students greatly benefited from engaging with video-materials. The influence of the topic was evident as performance scores surpassed those associated with usage. It suggests that the instructional content and type of material used play significant roles in achieving improved learning outcomes. The positive t statistic further supports that these improvements are not coincidences that highlight the effectiveness of the video materials and topics in enhancing results. These findings emphasize the need to reconsider video material and topic selection processes in undergraduate engineering education to recognize their roles in optimizing student performance. This study supports the foundation for research on learning methodologies with a goal to establish evidence based practices for teaching strategies within engineering disciplines.

09:15-09:40
82699 | *Factors Affecting Generation Z to Engage in Academic Cybercheating*
Wafa ElGarah, Al Akhawayn University in Ifrane, Morocco
Natasha Veltri, University of Tampa, United States

This research in progress investigates the factors influencing academic cyber-cheating among business students. Academic cyber-cheating is defined as the use of information technology to engage in actions that violates academic integrity. With the advances in technology, new and improved ways of cheating have emerged such as using online papermills and Generative AI for assignments completion. The aim of the study is to understand the factors that impact generation Z to use technology for academic cheating purposes. Using the theory of planned behavior, deterrence theory, social cognitive theory, and diffusion of innovation theory, we build a model of factors that affect intention to engage in cyber-cheating among business students. More specifically, we hypothesize that subjective norms, perceived behavioral control and attitude will have a positive impact on intentions to engage in cyber-cheating while perceived deterrent certainty, perceived deterrent severity and self-efficacy will have a negative impact on intention. Additionally, we theorize that the following technology characteristics: relative advantage, compatibility, trialability and observability will have a positive impact on intention whereas complexity will have a negative impact on intention to use technology for cheating. Using a quantitative approach, we will collect data via online survey from business students at liberal arts university in Morocco. We are currently in the process of collecting the data which we will analyze using structural equation modeling. We shall present the results at the conference. The findings will offer valuable insights for educational institutions to fight academic dishonesty effectively.

09:50-11:05 | Room E (Live-Stream)
Monday Online Parallel Session 2
Sustainability and Inclusivity in Education
Session Chair: Amy Toms

09:50-10:15
78317 | *Exploring Social Sensitivity and Cultivating Inclusive Sexuality Education in Lithuania: Value Narratives, Educator Training, and Implementation Hurdles*
Marius Bytautas, Vytautas Magnus University, Lithuania
Sigitas Daukilas, Vytautas Magnus University, Lithuania

Sexuality education is a particularly timely issue in the context of present-day education policy and practice. Nowadays, students live in a highly sexualised socio-cultural environment: they watch films and TV series with sexual (including crude) elements, and most of them are exposed to (or consciously seek out) online pornography, where there are no boundaries to sexual content. In this context, even moderate-quality sexuality education has an added value: it creates preconditions for dialogue on sexuality topics between students, teachers, parents, and other individuals. Therefore, it is of high importance to identify and address the implementation challenges of sexuality education. In this conference we will present the findings of 4 articles using mixed-methods approaches. We explore the challenges and opportunities in shaping inclusive sexuality education in Lithuania. The emphasis is on social sensitivity, value narratives, teacher training, and internalized social exclusion. The 'ostrich effect' is introduced as a factor influencing program implementation. Value narratives of parents and influencer impact are explored, discussing how they shape curriculum. The evaluation of teacher training and competency reveals the lack of quality training and challenges faced by pre-service teachers, stressing the importance of practical skills and mutual understanding of sexuality education. Internalized social exclusion in the field of sexuality is introduced, discussing its prevalence and impact on pro-social behaviour. Proposed strategies for improvement include comprehensive teacher training, open dialogue among stakeholders, a curriculum addressing socially sensitive topics through 'awareness of conflict' methodological approach, and values education for a sense of 'inclusion with the world'.

10:15-10:40
82274 | *Learning Analytics and Attainment of SDG 4 for Sustainability in Industry 4.0*
Aderinsola Kayode, Durban University of Technology, South Africa & Trinity University, Nigeria
Emmanuel Okewu, University of Lagos, Nigeria
Fulufhelo Netswera, Durban University of Technology, South Africa

In ensuring inclusive and equitable quality education as well as promoting lifelong learning opportunities for all as enshrined in the United Nations Sustainable Development Goal 4 (SDG-4), various technology-based pedagogical approaches have been adopted. The pedagogical methods include mobile learning, blended learning, e-learning, etc. However, there has been less emphasis in the literature on the potential of learning analytics (LA) for enhanced educational outcomes in the present fourth industrial revolution (Industry 4.0). In Industry 4.0, production systems (educational system inclusive) are heavily technology-driven. An artificial intelligence (AI) technique such as the LA focuses on eliciting hidden but useful patterns in learners-related data to provide critical educational stakeholders with precise information about the learners' behaviours for appropriate and proactive decision-making. The aim is to minimise students' failure rate and maximize progression rate. Using the Nigerian educational system as a case study, this vision paper proposes an LA framework that leverages big data and predictive analytics for predicting student attrition rate, measuring student progression rate, and establishing associations between courses, among others. We also proffer solutions to challenges faced by LA systems.

10:40-11:05
80691 | *A Six-Week Project Introducing Japanese University Students to the Theme of Activism*
Amy Toms, Fukuoka Women's University, Japan

One of the goals of Education for Sustainable Development (ESD) is encouraging people to recognize their role in addressing social problems, and "empowering and mobilizing youth" was identified as a priority action area within the implementation plan for ESD in Japan (MEXT, 2021). In the field of language education, the emergence of global education aims to help students "acquire a foreign language while empowering them with the knowledge, skills, and commitment required by world citizens to solve global problems" (Cates, 2022). Within this educational context, a six-week project introducing the theme of activism to 31 Japanese university students was undertaken. The project began by offering a working definition of activism before introducing different forms of activism. Examples of activists working to address social problems including climate change, food waste, and the legal recognition of same-sex marriage were then presented. Finally, students conducted their own research and gave short presentations on activism within their area of interest. A short survey consisting of open-ended questions exploring students' existing knowledge of and thoughts about activism and activists was administered before and after the project. The survey results indicated that students previously knew very little about activism, wanted to learn more about this topic and adopted a more positive view towards activism after the project. This presentation will outline the lesson content, the survey results and the critical reflection undertaken throughout the project. Student feedback and teacher reflection on this project will be used to identify future improvements.

Monday Online Parallel Session 3
Innovative Technology in Education
Session Chair: Pedro Alves

11:15-11:40
80249 | *Digital Diagnostic and Individualized Support for Reading at the Primary Level with Formative Assessment*
Judith Hanke, University of Flensburg, Germany
Kirsten Diehl, University of Flensburg, Germany

A lot of students have reading difficulties and need reading support (Mullis et al., 2023). To address this need, the project DaF-L developed a digital screening for students' reading abilities as well as aligned digital reading support with diagnostics to foster the individual student's reading comprehension. The reading packages were developed for three reading ability levels. The reading packages consist of the same story line for the literary texts and the same exercise formats with some variation depending on the reading ability level. One key importance of the screening and reading packages is digitalization. Digitalization provides a flexible and easy way to provide individualization as well as collect data for diagnostics. The digital reading packages support different ability levels and an individualized learning, where students can work on the exercises at their own speed with integrated tools such as immediate individualized feedback, second try-options, and solutions. The digital reading packages can be used as a diagnostic tool for formative assessment, which enables teachers to support students in the best way possible. The screening, as well as the reading packages are accessible as an Open Educational Resource (OER) to support teachers and students. This approach of an individualized digital reading support with diagnostic functionality for formative assessment as an OER is new and exceptional. The presentation will discuss the conception of the reading packages with focusing on digitalization including the SAMR-Model (Puentedura, 2006), pedagogical usability (Nokelainen, 2006), A Heuristic for Thinking About Reading Comprehension (Kirby, 2003), and formative assessment (OECD, 2005).

11:40-12:05
79601 | *Bridging the Traditional Gap Between Educational Experiences and the "Real World" Through Reimagined Learning Spaces*
Jeannine Vail, University of North Texas, United States
Shari Childers, University of North Texas, United States

In the context of new industries and new kinds of knowledge, expectations of higher education have evolved. Employers, students, families, and communities expect educational experiences and outcomes that prepare graduates for the 21st century. Project-based learning (PBL) facilitates active, authentic educational environments. It promotes experiences that engage faculty, students, community, and industry partners. A well-designed facility is one critical element of success in a student-centric approach with PBL pedagogy as the foundation of learning. PBL demonstrates a way to close the gap between what students academically learn and what they need in the workplace (Guo et al., 2020). The Active Learning Classroom demonstrates positive outcomes, with students perceiving the environment as highly inspirational, leading to increased participation and idea generation compared to traditional classrooms (Park & Choi, 2014). A well-designed building incorporates flexible environments and supporting technologies for active collaboration, maximizing transparency, and inspiring innovation. It encourages university programs to embrace collaborative instructional approaches actively and passively. A case study conducted one year after opening the facility assesses the effectiveness of the building's design in advancing PBL practices. Qualitative and quantitative data were analyzed to understand how students and faculty engaged with building features designed to enhance PBL learning outcomes. Despite the initial goals, preliminary findings reveal an underutilization of collaborative spaces and technologies and limited integration of PBL in the curriculum. We recommend sharing the building's opportunities and relevant teaching strategies with faculty directly, demonstrating the benefits of implementing high-impact approaches, new collaborative technologies, and PBL practices more broadly.

12:05-12:30
82861 | *Exploring Imaginary Worlds: Leveraging Immersive Virtual Reality for Designing and Constructing 3D Environments*
Albert Lehrman, Charles University, Czech Republic

In an era defined by technological advancements, the integration of new media, Immersive Virtual Reality (IVR), has revolutionized art and design education, empowering students to explore innovative avenues of creative expression. This presentation outlines the key facets of a university-level art and design course integrating 3D design theory with the concept of imaginary world building. Through a series of creative design challenges and by incorporating visual symbols and personal iconography, students will develop 3D versions of their own imaginary worlds, infusing personal meaning and elements of storytelling into their compositions. Emphasizing imagination and creative expression, this course employs experiential techniques such as association-making, brainstorming, and media exploration, complemented by concept sketches, group evaluation, and personal reflection. Here, students will either construct 3D scale models or use the IVR-based drawing program, TiltBrush. Separated into 3 groups, students will work: 1) exclusively in VR; 2) solely with scale models; or 3) both on VR-based and model-based versions. Employing the narrative inquiry approach, comparisons will be drawn utilizing surveys, interviews, reflections, sketchbooks, group discourse, and process timelines. With this, the primary aim is to compare the teaching, learning, and working processes across groups, with a secondary aim of examining the use of symbols derived from the exploration of personally relevant themes. This research aims to contribute to the growing body of knowledge by exploring the convergence of IVR technology with established art practices, unveiling novel pedagogical strategies in art education, and outlining the impact of IVR on artistic expression.

12:30-12:55
80663 | *A New Digital Strategy for Film Education in Portugal: Analysis of Its Impact in Five Peri-Urban Schools*
Pedro Alves, Universidade Católica Portuguesa, Portugal

Film education fosters, in educational communities, many possibilities for knowledge, critical thinking, emotions and empathy, through creative expressions and experiences. Many programmes explore these dimensions (BFI, CCAJ, CinEd, Moving Cinema, National Film Plan in Portugal), but still with a great dependence on the physical presence of film tutors and resources in schools, and most activities located in urban contexts. The need to reduce these inequalities by reaching peri-urban and rural regions and including more school communities in film education programmes led to Insert, a free online and open access programme of 20 videos and 1 pedagogical notebook, combined with 13 hours of specific teacher training to guide their pedagogical usage.
A test-implementation of Insert involved 5 peri-urban schools and 55 teachers, who were asked to use freely Insert's resources after participating in Insert's training. Four months later, we conducted a survey to teachers and focus-groups with school boards and some students from each school. Most teachers claimed that Insert gave them more knowledge in film theory and practice and motivated them to develop more film educational activities with their students. Most students valued having more film activities in classes and Insert's resources contribution to them. School boards observed greater motivation and collaboration among teachers and students through the film activities developed from Insert, thus hoping to continue them in the future. In this paper, we will explain the design and test-implementation of Insert, explore the feedback received from all participants, and discuss the main impacts of the project.

13:05-14:45 | Room E (Live-Stream)
Monday Online Parallel Session 4
Innovative Technology in Education
Session Chair: Tingjia Wang

13:05-13:30
82674 | *Unleashing the Digital Potential: Exploring Language Investment and Digital Competence Among STEM University Students in China*
Jiaqi Xu, University of Hong Kong, Hong Kong

The growing trend of globalisation drives China to pursue educational internationalisation particularly in STEM (Science, Technology, Engineering, and Mathematics) fields as the forefront of technological advancements. In order to equip STEM students with better English skills in the digital area, it is crucial to understand to what extent and how Chinese STEM university students effectively adopt digital technologies in their investment of English learning. As such, this study aimed to investigate the current levels of language investment and digital competence among Chinese university students in the STEM area and explore the correlations between these two factors. Dauzón-Ledesma's (2023) scale on language investment and Rodríguez-de-Dios's (2016) scale on digital competence were utilised in this research to collect survey-based data among 55 university-level students studying STEM at universities in Beijing. Pearson correlation revealed a significant correlation ($r = .655$, $p < .001$) between the participants' language investment with their digital competence. Separately evaluating digital competence in terms of digital skills and technical literacy, significant correlations were still found between the participants' language investment and digital skills ($r = .636$, $p < .001$) and technical literacy ($r = .612$, $p < .001$). The results indicated that the STEM students who invest more in language development may have higher ability and better understanding to use digital tools. The implication of this study suggested that future interventions aimed at improving STEM university students' overall digital competence could incorporate language-focused components.

13:30-13:55
80706 | *Enhancing Language Awareness in International Teacher Candidates through Arts-Based Critical Reflection: A Collaborative Self-Study*
Miriam Cuccu, University of Macerata, Italy
Alexandra Anton, Åbo Akademi University, Finland

This collaborative self-study investigates arts-based critical reflection as a means of enhancing language awareness among international teacher candidates. Drawing from Freire's dialogic education principles and acknowledging the power of arts-based pedagogies, the study explores the transformative potential of arts-based reflection in teacher development (McKay & Sappa, 2019). Methodologically, a collaborative self-study approach is employed (Cochran-Smith & Lytle, 2009), integrating personal communications, teaching journal entries, and reflective essays. Data analysis utilizes open and axial coding to identify themes and sub-themes (Williams & Moser, 2019), revealing teacher educators' progress in facilitating arts-based critical reflection and restructuring of teaching sessions. Results highlight the use of visual arts and creative writing to elucidate tacit knowledge and explore practitioner perspectives. Moreover, the study emphasizes the importance of discovering blind spots and expanding understanding through critical friendships. It underscores the potential of polyvocal self-study methodology in fostering reciprocal transdisciplinary faculty development and stimulating innovation in established academic traditions (Samaras & Pithouse-Morgan, 2020). The preliminary findings of this self-study reveal that in addition to its primary objective of self-improvement, it has also generated valuable insights for other teacher educators to contemplate the arts-based approach as a viable means of fostering critical reflection. Student teachers' strong inclination towards Banksy's art provided unique perspectives and highlighted the need for self-study to be shaped by the following principles: grounded in a process- and performance-oriented approach, characterized by reflection and transdisciplinary collaboration, and infused with related theories.

13:55-14:20
81090 | *Conceptualising the User-App Interactivity in Augmented Reality-Mediated Literacy Learning*
Tingjia Wang, Hiroshima University, Japan

Augmented Reality (AR) is transforming learners' multisensory experiences and heightening the level of engagement in multimodal learning. Scholarly attention is urgently needed to examine and conceptualise the user–app interactivity in technology-enhanced educational contexts. In this study, we applied a qualitative method known as the systemic functional–multimodal discourse analysis (SF-MDA) approach to investigate the key roles that learners are prompted to play by prescribed AR instructions. We have found four typical user roles emerging from our observations of the user-app interactivity in a 3-day workshop with six Australian primary school teachers. We have also found that when users were unfamiliar with AR instructions, they tend to resort to their prior multimodal experience with other forms of digital texts (e.g., using fingers to flip pages of e-books) to respond to the AR prompts. Furthermore, we adopted the speech function theory informed by the systemic functional linguistics to examine the educational function that these four user roles fulfil in AR-mediated learning. In our findings, we have clarified why the AR text composition is the most challenging goal to achieve to both learners and teachers in AR-mediated learning. One key pedagogical suggestion to teachers is that to design effective learning experiences, teachers need to consider the resonance between students' AR experiences and their prior engagement with other forms of digital texts when planning for scaffolding strategies.

14:20-14:45
80801 | *Artificial Intelligence Augmented Creativity in Arts Education*
Zoran Poposki, The Education University of Hong Kong, Hong Kong

The integration of artificial intelligence (AI) in art education has the potential to transform creative pedagogy, yet the impact of AI-driven creativity on the artistic process remains underexplored. This project proposes an interdisciplinary theoretical framework synthesizing insights from educational psychology, philosophy of art, and AI ethics to elucidate the paradox of AI-driven creativity in art education. The quasi-experimental study will investigate the effects of integrating artificial intelligence (AI)-driven creativity tools into undergraduate art education on students' creative outcomes and self-efficacy in art-making. The research questions include: (1) How does AI-driven creativity influence the artistic process in art education? (2) To what extent can AI foster or hinder creativity in art students? (3) How can art educators navigate the ethical implications of AI-driven creativity? This is an ongoing project, and the results are still being processed. It is hypothesized that the experimental group, which uses AI-driven creativity tools, will show greater improvement in self-efficacy scores and higher creative outcomes compared to the control group. The project's findings will reveal the complex interplay of AI-augmented creativity in art education and offer novel insights for a balanced integration of technology in creative pedagogy. This study will contribute to the understanding of how technology can be harnessed to foster creativity and self-efficacy in art students and offers insights for educators and researchers in the field of art education.

Notes

Virtual Poster Presentations

Read Virtual Poster Presentations & Watch Pre-recorded Virtual Presentations

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

ECAH2024 Virtual Poster Presentations

Arts - Teaching and Learning the Arts

83129 | *Mathematical Interpretation of Perspective in a Combine Painting Composed of Multilayer Cuboids*
Caroline Voorhees, St. Bernard's Academy, United States
Claire Shin, St. Bernard's Academy, United States

Combine painting is an art that incorporates 3D sculpture with 2D painting to create various visual effects. The visual effects of 2D painting are largely based on perspective, while 3D sculpture inherently provides a three-dimensional view. Therefore, analyzing the 2D painting perspective and the three-dimensional view of the sculpture is an important aspect of understanding combine painting. Cuboids are common geometries, and multilayer cuboids, in particular, are widely used in sculpture, science, and engineering. In this study, mathematical analysis was conducted on the geometrical variations of multilayer cuboids from a 2D perspective when attaching them to 2D paintings, depending on the inclination between them. Various mathematical analyses were employed to demonstrate that as the inclination of multilayer cuboids increases, the frequency of overlapping between each cuboid also increases. Geometrical variations such as length and area of multilayer cuboids have influenced the overall 2D perspective of the combined art. This study provides insights into the relationship between sculpture and 2D painting perspective in combined art through mathematical analysis, offering a new direction for applying multilayer cuboids to painting for researchers and artists.

Arts - Theory and Criticism

82646 | *Two-level of Creation*
Xingdu Wang, Lancaster University, United Kingdom

This research explores the search for generation and manifestation, focusing on the ontological and epistemological aspects derived from the interaction between contemporary Neo-Confucianism and phenomenology. Manifestation here signifies creation on two levels: one is the creation at the level of the flowing, holistic world, and the other is the creation at the level of objects and the self. In the first section, we distinguish between the early and late philosophical ideas of Heidegger by using the concepts of "Scene Involving the Self" and "wu wo zhi jing: Scene Not Involving the Self" from traditional Chinese aesthetics. Simply put, 'Scene Involving the Self' refers to 'Dasein's 'being in the world,' while 'Scene Not Involving the Self' refers to the later Heidegger's 'Lichtung' and Rom Baha's structural existentialism's 'Ekstase'. Furthermore, Rom Baha's emphasis on 'co-creation' and 'spirit' in structural phenomenology, connected with contemporary Neo-Confucian moral metaphysics and the cosmic life sentiment, constitutes the first layer of cosmic-level creation. The second section delves into the relationship between objects and the self, drawing a boundary between Kant's phenomena and noumena and the conceptual analysis among contemporary Neo-Confucianists. Using Xiang 'image' as a key to manifestation, it transforms Kantian epistemological objectification into the existential manifestation of Xiong Shili and Mou Zongsan, representing the second layer of world creation.

ECE2024 Virtual Poster Presentations

Counselling, Guidance & Adjustment in Education
82813 | *Parental Perceptions and Strategies for Mediating Children's Exposure to Media Content: A Qualitative Analysis*
Asnat Dor, Max Stern Academic College of Emek Yezreel, Israel

Amidst educators' concerns about the risks of exposing young children to age-inappropriate media, parents face the task of regulating and mediating their children's media exposure. This qualitative study investigates parental perceptions of their ability to manage the content that their primary school-aged children encounter. Research questions focused on the dangers recognized by parents, their strategies for controlling content quantity and quality, and their efficacy in mediating such content. Methodology: The research was approved for ethical standards by the overseeing academic institution. It utilized semi-structured, in-depth interviews to explore these themes. Participants: Twenty one parents of elementary school children (15 mothers and 6 fathers) from the central region of Israel, participated in the study. Procedure: Interviews were conducted via Zoom and recorded with participants' consent. Findings: Content analysis identified three key themes: (1) Parents differentiate between generally premature content and specific online dangers posed by hostile entities (e.g., impostors), which could directly harm children. (2) While general content mediation concerns are low, some parents use monitoring tools to ensure safety but generally place trust in their children's discretion. (3) To minimize risks, most parents engage their children in structured educational and extracurricular activities such as sports, music, or dance, reducing free time for potentially harmful exposure. These results suggest that although parental awareness of direct online dangers is high, parents generally rely on their children's judgment regarding general content. The study recommends that educational systems should enhance parental guidance and focus more on managing premature content exposure.

Design, Implementation & Assessment of Innovative Technologies in Education
80103 | *The Development and Evaluation of an Internet of Things Project for Teacher Education*
Fu-Hsing Tsai, National Chiayi University, Taiwan

Given the burgeoning emphasis on programming education in elementary schools globally, particularly with a focus on leveraging visual programming and development boards, this study aimed to design an Internet of Things (IoT) project tailored for preservice elementary school teachers in Taiwan. The goal was to deepen their understanding of programming teaching, with an emphasis on computational thinking concepts and proficiency with micro:bit and IoT technology. The project's aim was to engage preservice elementary school teachers in utilizing micro:bit and electronic modules to create cardboard games infused with IoT functionalities. A preliminary evaluation was carried out within a teacher education course to assess its viability. As a result, participating preservice elementary school teachers successfully collaborated to develop various IoT cardboard games. Their performance in assessments related to computational thinking concepts and development board knowledge significantly improved following the project. Moreover, participants expressed highly positive perceptions of their involvement. These findings confirm the feasibility and effectiveness of integrating such project activities into elementary teacher education programs.

83074 | *An Education Platform for Observing the Group Swimming of Steelhead, a Migratory Salmonid Species Vulnerable to Climate Change*
Byung Man Lee, HAbio Inc., South Korea
Claire Shin, St. Bernard's Academy, United States
Dan Scofield, St. Bernard's Academy, United States

Marine biology education requires prolonged observation of various organisms such as fishes and seaweeds. However, there are significant time and spatial constraints on field trips to the sea. Nevertheless, facilities for rearing marine organisms on land to simulate the marine environment are not easily available, and confirming whether the organisms exhibit behaviors similar to those in the open sea is also challenging. Steelhead, as Pacific salmonids, are losing their habitat due to climate change. Therefore, education on them is not only important for marine fish ecology but also in demonstrating the relevance of climate change to marine systems, making it educationally significant. This study aims to confirm whether juvenile steelhead in small aquaculture exhibit group schooling similar to their wild counterparts and to develop methodologies for applying this to education. The study records temporal and spatial information of juvenile steelhead in an environment mimicking the wild and analyzes cross-correlation between the movements of each juvenile in the video footage to establish features for discerning schooling behavior among juveniles. Through this, it was confirmed that as juveniles grow, schooling occurs actively in small aquaculture settings similar to the wild. This demonstrates the significance of using simple video recording and statistical analysis of fish movement in small aquaculture as a platform that can substitute for field trips in fish ecology education.

ECE2024 Virtual Poster Presentations

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

82612 | *Investigating the Self-Determination Levels and Characteristics of College Students with Disabilities*
Pen-Chiang Chao, National Taiwan Normal University, Taiwan
Yu-Chi Chou, Chung Yuan Christian University, Taiwan

The purpose of this study was to investigate the self-determination levels and characteristics of college students with disabilities and examine whether students' gender, academic year, and disability type are factors that affect their self-determination. Participants were college students with disabilities, ranging from freshman to senior year (N = 402), recruited from each geographical area in Taiwan by using the probability sampling method. The Self-Determination Scale for College Students (SDSCS) was used to assess the self-determination levels and characteristics in four domains including Self-Awareness, Psychological Empowerment, Self-Regulation, and Autonomous Functioning. Data were analyzed using descriptive statistics, t tests, and analyses of variances (ANOVAs). Findings showed that male students outperformed their female peers in the overall self-determination level. Academic year, however, does not have an impact on the level of self-determination. Additionally, students with varied type of disability demonstrated different self-determination characteristics. Specifically, students with visual impairments and emotional and behavioral disorders (EBD) exhibited a significantly higher degree of self-determination compared to those with speech and language disorder, learning disabilities (LD) and autism. Nevertheless, students with intellectual disabilities (ID), hearing impairments, physical disabilities, and cerebral palsy demonstrated a moderate level of self-determination. Regarding the characteristics, students with visual impairments, hearing impairments, and EBD are quite similar, with all three groups showing significantly superior autonomous functioning skill, whereas those with ID, speech and language disorders, and cerebral palsy have relatively lower level on psychological empowerment and autonomous functioning. Suggestions regarding the promotion of the self-determination skills for college students with disabilities are provided.

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

83084 | *Student Engagement in Vulnerable Colombian High Schools: An Opportunity for Improving the System*
Isabel Alvarez, Autonomous University of Barcelona, Spain
Cesar Fernando Vega, Autonomous University of Barcelona, Colombia

This research investigates the level of engagement among students in vulnerable populations attending Colombian public secondary schools. It aims to measure engagement across various dimensions and identify areas for improvement. Ultimately, the goal is to foster safe and supportive school environments that empower these students and act as catalysts for positive change in their lives. Quantiative methodology was applied. The questionnaire used was the Student Engagement Instrument" (SEI) (Appleton et al., 2006). The sample (N=204) were students who followed the Flexible Educational Models Program. The bivariate results showed significant data in five of the six subfactors in the following order: Future Aspirations and Goals, with six variables: Gender (0.001), Age (<0.001), Course (0.006), Sector Father (SF) (0.001), Mother Field (MF) (0.036) and Institution (<0.001). Control and Relevance of School Work, with five variables: Age (0.022), Course (0.029), SM (0.030), SF (0.009) and the Institution (0.029). Teacher Student Relationship, with four variables: Age (0.023), Department (0.012), SM (0.016) and SF (0.044.) Extrinsic Motivation, with two variables: Gender (0.042), and Course (0.024). Family Support for Learning with two variables: course (0.008) and Department (0.011). The experiences and aspirations shared by highschool students highlight the significant impact of these programs on their future goals. This underscores the crucial role schools play in nurturing student agency and fostering positive development.

Mind, Brain & Psychology

82038 | *Exploring Self-Compassion Practices Among Taiwanese College Students*
Yu-Shan Ting, National Chengchi University, Taiwan
Yu-chu Yeh, National Chengchi University, Taiwan

Everyday self-compassion entails the cultivation of kindness, understanding, and care towards oneself in the routine moments of life. This study sought to explore the self-compassion practices of Taiwanese college students in both everyday situations and during challenges, aiming to compare the similarities and differences between these contexts. Three primary research questions guided the investigation: (1) What self-compassion practices do students typically engage in during their daily lives? (2) How do students adapt their self-compassion practices during times of adversity? (3) What are the commonalities and disparities in self-compassion practices between everyday life and times of adversity? A total of 206 Taiwanese college students participated in the study (35 males, 171 females, and 1 unidentified). An online survey featuring two open-ended questions was utilized to probe into students' self-compassion experiences across both contexts. Thematic analysis was conducted using NVivo 12 software, revealing four primary themes in college students' self-compassion practices. The proportions observed for everyday life and challenging times were as follows: Life Enjoyment (53.6%/35.8%), Self-Management (19.0%/22.1%), Interpersonal Connection (18.8%/14.9%), and Mental Nourishment (8.6%/27.2%). Compared to everyday life, participants demonstrated lower levels of Life Enjoyment and Interpersonal Connections but exhibited higher levels of Self-Management and Mental Nourishment during times of adversity. Furthermore, distinct subcomponents of self-compassion practices emerged across the different contexts. In conclusion, this study furnishes tangible insights into college students' self-compassion practices, extending their relevance to everyday life and offering valuable guidance for educators in supporting students, particularly those grappling with adversity.

ECE2024 Virtual Poster Presentations

Teaching and Learning

82036 | *Self-Efficacy Mediates the Influence of Creative Problem-solving Ability on SDGs Problem-Solving Performance*

Chih Min Wang, National Chengchi University, Taiwan
Yu-chu Yeh, National Chengchi University, Taiwan
Yu-Shan Ting, National Chengchi University, Taiwan
Wu Chien Lin, National Chengchi University, Taiwan

Cultivating creative problem-solving abilities is essential to the Sustainable Development Goals (SDGs) as it empowers individuals and communities to devise innovative solutions to complex challenges such as poverty, inequality, climate change, and environmental degradation, thereby accelerating progress towards achieving the SDGs and fostering sustainable development worldwide. Future thinking is characterized by anticipation and strategic planning, fosters proactive approaches, enabling individuals to adapt, innovate, and thrive amidst dynamic environments. This study introduced a future thinking intervention to explore its impact on creative problem-solving ability and self-efficacy, particularly in the context of Sustainable Development Goals (SDGs). Forty-seven college students participated in the experimental group, receiving a 20-minute future thinking intervention via a learning interface and researcher guidance. The Inventory of Creative Problem-solving Ability (ICPA) assessed four creative problem-solving processes, while the Inventory of Creative Problem-solving Efficacy (ICPE) measured their self-efficacy across two dimensions. PROCESS Analysis results showed that creative problem-solving ability influenced problem-solving of SDGs with creative problem-solving self-efficacy serving as a full mediating factor. The findings suggest that focusing on future-oriented thinking enhances cognitive flexibility and fosters the generation of innovative problem-solving strategies. In conclusion, this study underscores the significance of these interventions for educators and highlights avenues for future research.

Culture and Language

79263 | *"Gotta Blend 'Em All" Morphological Blending in Pokémon Names*
Budi Rahmat Setiawan, Universitas Gadjah Mada, Indonesia

Pokémon is one game that always provides its fans with new names of new Pokémon. In this research, the writer would like to investigate word-formation theory limited to Blending theory. The study investigates Blending theory morphotactically, morphonologically, and morphosemantically by Mattiello (2013). The object of this research is Pokémon names. This is chosen because many word formations are used to create Pokémon names. This research aims to find the kinds of Blending used in Pokémon names and how significant blending is used for naming the Pokémon. The data are collected from a webpage called Pokémon database. The data collected are the 3 latest generations of Pokémon games based on 'Complete Pokémon Pokédex' on said webpage. The analysis uses a mixed methodology to answer the research questions. The data were categorized and elaborated. Morphonological blending is based on phonological features, graphical features and conceptual features because Pokemon named may use different linguistic rules from different languages. Morphosemantic Blending methods used are Noun + Verb (or) Adjective (or) Noun. The findings found that there are many variants of Morphonological Blending used in naming the Pokémon. This research is expected to theoretically contribute to language research development, especially to add and elaborate Mattiello's (2013) simple theory regarding Morphosemantic Blends.

80707 | *Does the Comprehension of Texts with the Deep Meaning Come from School?*
Gintare Vaitonyte, Vytautas Magnus University, Lithuania

Reading could be horizontal and vertical (Claude Levi Strauss). Texts with a deeper structure, when is red only on a horizontal principle, become flat and meaningless. Text reading skills in a broad sense are improved in schools. Schoolchildren are taught to recognize and be able to describe the plot. So, the question arises – what determines the ability to read a text in vertical way?
It is assumed that the ability of students to read texts horizontally or vertically is associated with their multiple intelligence (H. Gardner), learning outcomes and interest in reading different literature in their free time. The participants of the study (second gymnasium classes, Lithuanian schools) were presented with a classical deep text and the task of perceiving this text. Participants had to answer questions related to the interest in reading, the tendency to express one or another edge of multiple intelligence and learning achievements. Questions are how these three things correlate with the ability to comprehend the deep structure of the text, i.e., read it vertically.
The results obtained: students who like to read, who had developed verbal-linguistic intelligence, had better achievements in language disciplines and chose to answer the questions of text perception in more detail compared to students who did not like to read. Those with spatial-visual intelligence chose to respond by drawing (it was allowed) or emphasized metaphorical structures, descriptions in the responses to the perception of the text.

EGen2024 Virtual Poster Presentations

Frailty

78794 | *The Effect of Yoga on Balance in Community-Dwelling Older Adults With Knee Osteoarthritis*
Reidin O'Meara, University College Cork, Ireland

This study aims to assess yoga's potential to improve balance in older adults with knee Osteoarthritis (OA).
The Hatha yoga intervention consisted of an 8-week, two 60 minutes in-person yoga sessions per week. Outcomes measured: Berg Balance Scale (BBS), Short Physical Performance Battery (SPPB), Single Leg Stance (SLS), 6 Minute Walk Test (6-MWT).
The yoga group (n=12) statistically improved their 6-MWT mean of -67.92 ± 60.76 p = .003, SPPB score saw a median of 1 p = .010. SLS test left leg lifted the mean of -5.45 ± 5.63 p = .006 and with eyes closed mean of -0.88 ± 0.63 p = .001.
Elements of the SPPB test were analysed further resulting in a statistical improvement: The 5 repeated timed sit-to-stand resulted in a mean of 3.30 ± 4.09 p = .017, and the 2.44 MWT saw a median of 0,22 p = .005.
There was a slight improvement in the BBS median of 1.5 p = .42. SLS right leg lifted mean of -5.37 ± 9.33 p = .071, eyes closed mean of -0.96 ± 1.51 p = .049,
The study's single pilot design indicated that the tailored 8-week yoga intervention positively influenced balance and functional mobility outcomes in older adults with knee OA.

82226 | *The Role of Conscious Movement Processing on Gait Pattern and Gaze Behaviour in Older Adults at Risk of Falling*
Thomson Wai-Lung Wong, The Hong Kong Polytechnic University, China
Toby C.T. Mak, The Hong Kong Polytechnic University, China
Melody C.Y. Leung, The Hong Kong Polytechnic University, China
Shamay S.M. Ng, The Hong Kong Polytechnic University, China

Conscious movement processing could disrupt movement fluidity by interfering with automatic movement control, potentially leading to changes in gait and gaze patterns during walking especially under environmental challenges or distractions. This study aims to compare gait pattern and gaze behaviour between individuals with high and low conscious movement processing propensity in older adults at risk of falling during adaptive locomotion. Fifty-three older adults (mean age=72.2±3.8) were included in this analysis. Participants were divided into two groups, either the Low Reinvestor Group (LRG;n=27) or the High Reinvestor Group (HRG;n=26), by a median split of the Chinese version of Movement Specific Reinvestment Scale (MSRS-C), which assessed conscious movement processing propensity. Each participant performed five trials, navigating an obstacle while walking along a pathway at a self-selected pace. Gait patterns were assessed using spatial and temporal gait parameters. Gaze behaviour was measured by the number of fixation and fixation duration percentage on specific area of interests. We observed a significant main effect of group for stride length ($F[1,50]=16.889$, $p<0.001$), step length ($F[1,50]=16.89$, $p<0.001$), step width ($F[1,50]=6.714$, $p=0.013$), and gait speed ($F[1,50]=7.105$, $p=0.01$). HRG demonstrated significantly smaller stride length, step length, step width, and slower gait speed than LRG. No significant differences were found in gaze behaviour. We discovered a potentially different gait pattern (independent of gaze behaviour) between older adults with different conscious movement processing propensities during adaptive locomotion. Further research is needed to investigate the specific features of altered gait pattern observed in HRG and its implications for the risk of falling.

82310 | *The Effects of an External-focus Intervention on Gait Stability and Gaze Behaviour in Older Adults with Conscious Movement Processing Propensities*
Thomson Wai-Lung Wong, The Hong Kong Polytechnic University, China
Toby C.T. Mak, The Hong Kong Polytechnic University, China
Melody C.Y. Leung, The Hong Kong Polytechnic University, China
Shamay S.M. Ng, The Hong Kong Polytechnic University, China

Conscious movement processing induces internal limb focus, disrupting automatic movement control and potentially hampering feedforward visual planning and movement stability. These effects might be mitigated by strategy of focusing externally. We investigate the effects of an external focus intervention on gait stability and gaze behaviour between older adults with different conscious movement processing propensities during adaptive locomotion. Thirty-eight older adults (mean age=70.4±3.7) were analysed. Participants were divided into Low Reinvestor Group (LRG;n=19) or High Reinvestor Group (HRG;n=19), by median split of the Chinese version of Movement Specific Reinvestment Scale, which assessed conscious movement processing propensity. Participants performed 20 walking trials with external focus instructions as the intervention, navigating an obstacle along a walkway at self-selected pace. Gait stability (variabilities of spatial and temporal gait parameters) and gaze behaviour (fixation duration percentage on specific area of interests) were assessed pre- and post-intervention. We observed significant main effect of time for both gait stability and gaze behaviour. Both LRG and HRG demonstrated significantly fewer variabilities in body sway, stride time, double-support time, stance time, swing time, stride length, step length, step width, in addition to significantly reduced percentage of fixation duration percentage on ground and increased percentage on destination post-intervention (all $p<0.05$). The external focus strategy appears to be beneficial for improving gait stability and gaze behaviour in the older population. Such benefits might be independent from conscious movement processing propensities. Further research is warranted to optimise the implementation of an external focus strategy as part of gait rehabilitation in clinical practice.

EGen2024 Virtual Poster Presentations

Loneliness

79519 | *Educational Sessions Essential in Using Virtual Reality as a Mental Health Intervention in a Rural Long-Term Care Facility*

Sandra Collins, Southern Illinois University Carbondale, United States
Xiaoli Li, Southern Illinois University Carbondale, United States
Arianna Goss, St. Louis University, United States
Kevin Scott Collins, Southern Illinois University Carbondale, United States

Loneliness and isolation are among significant concerns for residents in long-term care facilities and virtual reality (VR) technologies may be an effective approach for combatting these and other mental health concerns. The implementation of VR into senior living communities is increasing but using VR as a mental health intervention remains questionable. However, some studies show promise and this is encouraging given the expected growth projection of VR as a psychological intervention. Based on a study conducted in a rural long-term care facility in the United States, the majority of participating residents were optimistic about the use of VR after they were offered the opportunity to use the technology. Although there were no observable changes in participants' mood during the pre-post/test study, the importance of allowing long-term care residents adequate time to become comfortable with the VR equipment through an informal educational session before using VR as an intervention was highlighted.

81840 | *From Place to Mind: How Environmental Connection, Loneliness, and Family Shape Depression in Older Adults in Israel*

Adi Vitman- Schorr, Tel Hai Academic College, Israel
Rabia Khalaila, Zefat Academic College, Israel

Objectives: To examine the direct and indirect effects of emotional connection to one's living environment on depressive symptoms as mediated by feelings of loneliness, satisfaction with family relationships and frequency of family contact.
Methods: A convenience sample of 360 older Israeli adults (representing three ethnic groups) was interviewed. Using bootstrapping, we tested the strength and significance of three simultaneous mediators' conditional indirect effects on the relationship between one's connection to living environment and depression. Results: The results revealed a negative link between connection to living environment and depressive symptoms, mediated by feelings of loneliness, satisfaction with family relationships and frequency of family contact.
Discussion: The study indicates the vital role of connection to one's living environment in determining depression in older adults as mediated by family contact, family relationships and loneliness. The study elucidates factors that can decrease older adults' depression and enable them to age in place.

Virtual Presentations

Read Virtual Poster Presentations & Watch Pre-recorded Virtual Presentations

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

ECAH2024 Pre-Recorded Virtual Presentations

Arts - Arts Theory and Criticism

80486 | *Artistic "License": Kagan's Charismatic Dissent in Warhol v. Goldsmith*
Lin Allen, University of Northern Colorado, United States
Betty Brown, University of Northern Colorado, United States

Our study explores the rhetorical demystification of artistic "license" via an analysis of United States Supreme Court Justice Elena Kagan's dissent in Andy Warhol Foundation for the Visual Arts, Inc., v. Goldsmith et al. (2023). The case question presented revolves around what constitutes transformation in a work of art. Petitioner Warhol argues that his portrait of pop musician Prince, derived from a photograph snapped by Lynn Goldsmith, is transformative. Respondent Goldsmith argues that artist Warhol tampered with, rather than transformed, her original work, depriving her of copyright protection. The Opinion in the case rules for Goldsmith by demystifying artistic cognition while the Dissenting Justices side with Warhol. Of special note is the linguistic way that Justice Elena Kagan advances an implicit theory of art and artists, invoking charismatic terms highlighting the creative, elusive, mysterious nature of artistic cognition. A metaphor sorting chart derived from the official case transcript provides a framework for rhetorical analysis of art in a legal domain.

RQ1: What drives artistic cognition?
RQ2: What are the rhetorical challenges of codifying art in a legal domain?

Arts - Media Arts Practices: Television, Multimedia, Digital, Online and Other New Media

83125 | *"The House of Bernarda Alba" F.G. Lorka: An Online Performance*
Anna Tzanidaki, Univercity of Crete, Greece

The central theme of this presentation is the online performance of F. G. Lorca's "The House of Bernarda Alba", which was created in Greece by the theatre school of "Periplous Theatre" under the direction of Maria Kantife, during the 2021 quarantine. This performance, of a kind which is now known as digital theatre, came about as a result of a complete method of acting teaching created by the acting teacher to enable the continuation of her work under isolation conditions, via video and video calls.
After 6 months of online rehearsals, the play was performed via a group video call, which was also recorded, with the actors never actually meeting face-to-face but creating an atmosphere shared by all of them, so that the viewer could sense that all the actors were performing in the same world. This performance was the first of its kind in Greece and this work shows us how the arts can benefit from technology and how theatre can be experienced in different ways. It raises issues regarding theatre teaching methods, research and theatre practices, while at the same time it examines how an audience perceives an online performance when they themselves are viewing on online platforms (zoom).

Arts - Other Arts

82819 | *Exploring Short-Term Therapeutic Effects of Art Intervention on Emotional Expression: A Study on Grade 9 and 10 Students in Conflict-Affected*
Lugyi No, University of Massachusetts, United States

This study investigates the short-term therapeutic effects of art intervention on the emotional expression of Grade 9 and 10 students in the conflict-affected areas of Myanmar. Amidst the challenges posed by the 2021 military coup, which has significantly disrupted education and affected the mental health of adolescents, this research employs a quantitative experimental design to assess changes in emotional states through students' drawings. The study specifically aims to determine how structured art sessions—both free and guided drawing—can aid students in articulating and coping with their emotions amidst ongoing conflict. The findings indicate notable improvements in the students' emotional well-being, with increased levels of happiness and reduced feelings of sadness and worry post-intervention. This suggests that art interventions can serve as effective therapeutic tools in enhancing emotional resilience and offering psychological support to adolescents navigating the complexities of conflict and displacement.

83200 | *Bridging Tradition and Innovation: Transforming Omani Hand Weaving Motifs Into Contemporary Fiber Art*
Zahra Al-Zadjali, Sultan Qaboos University, Oman

A creative strategy for protecting and reviving cultural heritage is the investigation and conversion of traditional Omani hand weaving motifs into contemporary fiber art. This article explores the rich history of Omani hand weaving, looking at the customs, patterns, and motifs that are used. Artists are able to create visually striking and culturally significant works that bridge the gap between the past and present by incorporating these traditional designs into contemporary fiber art forms. In addition to highlighting the opportunities and difficulties associated with maintaining authenticity while embracing artistic innovation, the article also discusses the creative processes involved in transforming these motifs. As a result, Omani heritage and identity are rejuvenated, which demonstrates how traditional weaving can influence and inform contemporary art practices while fostering cultural continuity for upcoming generations. This research uses a descriptive methodology to investigate how traditional motifs are incorporated into contemporary fiber art. This involves examining the ways in which artists have modified their materials, techniques, and styles, as well as the ways in which these modifications have impacted the conservation of cultural heritage. Additionally, a semi-experimental approach will yield some artwork that draws attention to the parallels and discrepancies between the modern fiber art adaptations of traditional Omani hand weaving themes and their variations. This comparison aims to show how innovation and tradition may coexist peacefully as well as influence trends.

ECAH2024 Pre-Recorded Virtual Presentations

Arts - Performing Arts Practices: Theater, Dance, Music
79304 | *Communicating Social Justice Through the Dance Performance of Amona by Eda Theatre International*
Hairat Bukola Yusuf, Bayero University, Nigeria

Issues related to corruption, ethnic conflict and religious violence are notorious problems in Nigeria. Since Independence, Nigeria has been marked by a variety of ethnic and religious crises. These crises impede sustainable national development. Similarly, Nigeria is ranked as the 150th most corrupt nation out of 180 countries (according to 2022 Corruption Perceptions Index reported by Transparency International).This means that Nigeria is perceived to have a very high level of corruption and has not shown significant improvement since 1996, when it scored 27.6. Corruption in Nigeria affects various sectors and aspects of society, such as politics, the economy, security and human rights. In response to the stated crises, some contemporary dances are being performed to convey positive change. One such dance performance is entitled 'Amona'. The dance performance was staged by Eda Theatre International on October 1, 2023 in Ibadan, the capital of Oyo State. Therefore, the focus of this study is to investigate the social messages of the 'Amona' presented by Eda Theatre International. This study will utilize rhetorical moves, an aspect of rhetorical theory developed by John Swales, to interpret the dance performance. With this theory, the study hopes to demonstrate how 'Amona' dance performance responds to the issues of corruption, ethnic conflict and religious violence in Nigeria.

81545 | *Verbal Communication Strategies for Recording Eurogenetic (Western Classical) Music*
Emre Ekici, University of Otago, New Zealand

Verbal communication strategies in classical music recording sessions are explored in this research, with a focus on the interaction between the recording team (producer and/or recording engineer) and performers. Challenges encountered on a self-produced record led to the development of a notation system by the researcher to address performance issues during recording Eurogenetic (Western classical) music. The researcher shifted the focus to investigating communication dynamics within recording sessions, emphasizing the importance of effective feedback exchange. Western classical music production process is outlined, highlighting the collaboration between performers and the recording team. Existing literature gaps are identified concerning marking performance issues, translating them into constructive feedback, and how these interactions impact the recorded sound and production processes. Research questions centre on understanding and enhancing communication in recording sessions, aiming to observe and improve verbal interactions between recording teams and performers. Practice-based research is adopted as a methodology, along with integrating elements of ethnography, descriptive analysis, and case studies to capture the complexity of communication dynamics in studio work. Generated themes include the performer's understanding of studio recording experiences and building trust between producers and performers. Importance is placed on setting mutual expectations, accommodating different communication styles and personalities, and involving performers in pre-production discussions. Further research will explore the challenges and opportunities of independent classical music production, developing a notation system, and fostering a deeper appreciation for effective communication in recording environments.

82638 | *The Rebirth of Christian Theatre in Nigeria: The Zion Royal Theatre in Perspective*
Olumide Oki, Mount Zion Institute of Christian Drama, Nigeria
Olalekan Olatunji, Mount Zion Institute of Christian Drama, Nigeria

Sequel to the outlaw of theatre from the church in the Medieval era, Christian theatre moved from the church to the trade guilds and even beyond but never ended. In Nigeria, the same cycle had been repeated following the introduction of Christian theatre into the church through the window of the Church Missionary Society, followed by early dramatists such as Hubert Ogunde, who temporarily succeeded in infusing theatre into Cantatas but soon deviated from the church centered themes and secularized Christian theatre. Hence, the emergence of Mike Bamiloye and his others in the later parts of the 20th century with Christian theatrical productions that toured around the country under the umbrella of the Mount Zion Faith Ministries (MZFM) which would soon become the household name for Christian theatre and film productions in Nigeria. Although the MZFM diverted into film a few years later, the 21st century saw the inauguration of her Christian theatre arm named Zion Royal Theatre (ZRT) targeted at churning out phenomenal Christian theatrical productions on the contemporary stage. This descriptive study chronicles the events leading to the emergence and progressive practice of Christian theatre in Nigeria by the ZRT. It identifies the point of departure from the old and also documents the styles of practice for the new. ZRT draws a viable connection to the rebirth of regular Christian theatre in Nigeria regarding Christian themes, techniques, and methods of dramatizing biblical stories to contemporary audiences.

Arts - Social, Political and Community Agendas in the Arts
82461 | *Resident Perspectives on the Transformation of Tangible and Intangible Heritage in the Process of the Redevelopment of Traditional Villages*
Mi Yuan, Huazhong University of Science and Technology, China
Zhou Fang, Huazhong University of Science and Technology, China

With the development of traditional villages in China, the phenomenon of redevelopment has gradually emerged. In this process, both tangible and intangible culture have a profound impact on the residents. However, there is currently a lack of research on the diverse perspectives of various residents regarding both tangible and intangible aspects during this development process. This study takes Langtou Village in Guangzhou, China, as a case. The aim of this study is to explore the impact of the redevelopment of traditional villages from various resident groups' perspectives. The results show that indigenous people generally believe that development has brought more positive benefits in terms of their material life, whereas non-indigenous people hold more neutral or negative views. Compared to spontaneous commercial development, the elderly have given a more positive evaluation of the changes in tangible culture during redevelopment, while the younger generation has expressed critical attitudes. Moreover, non-indigenous people have a lower willingness to participate in intangible cultural activities, and there is a significant gap between the organization of these activities and the elderly community. The study also indicates that redevelopment has promoted the diversity and frequency of intangible cultural activities, but the willingness to participate of the native villagers in intangible cultural activities has decreased with the influx of outsiders. It is hoped the results will provide references for balancing the development and cultural preservation of traditional villages, aiming to promote more inclusive and sustainable revitalization of traditional villages through better balancing communication among different groups.

ECAH2024 Pre-Recorded Virtual Presentations

Arts - Teaching and Learning the Arts

78143 | *Shades of Emotion: Art as Expression Among Conflict-Affected Students*
Lugyi No, University of Massachusetts, United States

This research delves into how students from two different backgrounds in a conflict-affected area, one group being internally displaced (IDP) and the other residing in permanent homes, express their emotions through art. Two experiments were conducted involving guided drawing to understand their emotional experiences. In the first experiment, where no specific instructions were given, both groups mostly used dark and dull colors, which suggests feelings of sadness and anxiety. Positive emotions were rarely depicted. In the second experiment, students were asked to express their emotions and provide reasons for their drawings. Here, we observed distinct variations: IDP students leaned towards vibrant colors, reflecting resilience, while town students tended to use monochromatic shades, likely due to their experiences with conflict. This abstract highlights the differing emotional expressions of these groups and the influence of instructions on their artwork.

82482 | *Exploring the Impact of AI Fine Art Tutor Integration on User Satisfaction in Fine Art Learning*
Pooja Jain, Shri Vaishnav Vidyapeeth Vishwavidyalaya, India
Anu Ukande, Shri Vaishnav Vidyapeeth Vishwavidyalaya, India

In the rapidly evolving domain of educational technology, the integration of Artificial Intelligence (AI) Tutor represents a transformative shift. This study investigates the impact of AI Tutor integration on user satisfaction in fine art learning, providing empirical insights into its effectiveness and pedagogical implications. Employing a quantitative research methodology, this study utilized a structured survey to collect data from a diverse group of art learners who have interacted with an AI Fine Art Tutor. The survey comprised multiple-choice questions and Likert scale items designed to measure various aspects of user satisfaction, including educational engagement, perceived learning outcomes, and user interface experience. Statistical analyses were performed using SPSS to conduct descriptive statistics, t-tests, and factor analyses to rigorously evaluate the data and identify significant patterns and relationships. Preliminary results indicate that AI Tutor can significantly enhance user satisfaction, particularly through personalized learning experiences that adapt to individual user needs. However, the study also recognizes the critical importance of addressing ethical considerations and cultural sensitivity to ensure inclusive and bias-free educational environments. This research contributes to the broader discourse on the role of technology in education by highlighting how AI can be effectively integrated into fine art education to enhance learning outcomes and student engagement. The findings underscore the potential of AI tutors in democratizing art education and paving the way for innovative pedagogical strategies.8

83138 | *Glass Design in Portugal Nowadays*
Cláudia Pedro Santos, University of Beira Interior, Portugal

Glass has been an interesting material and a challenge to experiment within both art and design fields worldwide. In Portugal, we have a tradition in the glassmaking industry that dates back almost 300 years. After the earthquake of 1755, the Marquis of Pombal ordered the relocation of the glass industry from the south of the Tejo River to near Marinha Grande, over the D. Dinis King pine forests, due to the availability of wood for fuel in the furnaces of the Real Fábrica de Vidros that began operating in 1769 (Barros, 1969). This article discusses the history and evolution of glass design in Portugal, tracing its roots back to the 18th century and highlighting notable events and designers throughout the 20th century. The work presented here is part of the development of a PhD thesis in design (Santos, 2021), which aimed to map the authorship of glass designers in Portugal from 1950 to 2000, with a particular emphasis on identifying three distinct cycles of glass designers and their contributions. This work proposes to present the extension of this study based on the work of a new generation of glass designers, a fourth cycle of glass design in Portugal, from 2000 until now. After the celebration of International Glass Year in 2022, we continue to see the continuous relevance of this versatile material of invention, considering (Manzini, 1993) and (Ashby; Johnson, 2014) in technology, science and arts contexts.

Humanities - Literature/Literary Studies

82684 | *From Victim to Voice: A Study of Rania Al-Baz's Disfigured*
Rasha Osman Abdel Haliem, The Higher Technological Institute & AMIDEAST, Egypt

This paper examines Rania Al-Baz's memoir, Disfigured: A Saudi Woman's Story of Triumph Over Violence (2007). Al-Baz, a pioneering Saudi television journalist, recounts her life before and after a brutal attack by her husband that left her physically disfigured. The analysis explores how the memoir transcends a simple narrative of victimhood. Al-Baz's unflinching portrayal of domestic violence is considered a cornerstone in the Saudi feminist movement, serving as a powerful testament to the courage and perseverance of women fighting for their rights. The memoir highlights Al-Baz's resilience in navigating the Saudi medical system, the challenges of public scrutiny, and the social stigma surrounding domestic violence. The paper argues that that writing and publishing Disfigured functions as a form of activism, raising awareness about domestic abuse within a conservative social context. While not identifying as a feminist herself, Rania Al-Baz's story has become a rallying point for the Saudi feminist movement. Al-Baz spoke out on behalf of abused women and represented the plight of these women exposing the harsh realities faced by women in Saudi society. This, in turn, empowered Saudi feminists to push for legal reforms and a more responsive judiciary. By examining Al-Baz's personal story, the paper sheds light on the complex realities of domestic violence and women's empowerment in contemporary Saudi Arabia.

ECAH2024 Pre-Recorded Virtual Presentations

Immigration, Refugees, Race, Nation

82901 | *Influences of Sociocultural Dimensions on Higher Education Experiences and Career Choices of 1.5 Generation Young Australian Chinese Immigrants (GYACIs)*
Yanxi Li, Monash University, Australia
Nish Belford, Monash University, Australia

This study explores the impact of sociocultural dimensions on the higher education experiences and career choices of 1.5 Generation Young Australian Chinese Immigrants (GYACIs). With Australia's overseas-born population as immigrants, there is a significant portion of 1.5 and 2nd Generation young individuals who face challenges in negotiating between two cultures (heritage and home). Given research gaps in addressing influences of diverse sociocultural dimensions in educational and career choices of young immigrants, this study examines the experiences of a group of 1.5 GYACIs living and studying in metropolitan Melbourne. Employing a qualitative research methodology, the participant's narratives were collected and analysed to decipher the interconnectedness of sociocultural dimensions and their implications for their education and career choices. Findings and the discussion provide a holistic view of the complex factors influencing their educational and career aspirations which underscore familial dynamics, cultural heritage and identity, university context, and the implications of social dimensions with the Chinese ethnic community playing crucial roles. Participant's reflexive positioning highlight negotiation of bicultural identities affecting their educational and career choice experiences as they face challenges of Australian societal norms and their Chinese cultural heritage. The discussion highlights the evolving nature of bicultural identities and adjustments of GYACIs. Contributing to migration studies and educational structures, this study provides nuances of sociocultural dimensions and their impact on 1.5 generation immigrants. It also suggests contributing future policy and practice, towards advocating educational strategies and community support systems focussing on culturally responsive needs of young immigrants with educational and career experiences.

Knowledge

81676 | *Innovations in Art: Examining Augmented and Virtual Reality's Influence on Expression and Engagement*
Sukanya Basu Mallik, Indian Institute of Technology Madras, India

This paper explores the transformative impact of Augmented Reality (AR) and Virtual Reality (VR) technologies on the performing and visual arts. It examines how these digital innovations redefine artistic practices, audience engagement, and introduce complex ethical and aesthetic considerations. The study draws on theoretical insights from McLuhan (1964) and Manovich (2001), and phenomenological perspectives by Merleau-Ponty (1962), alongside interviews with AR and VR experts in the music and dance domains. This study illustrates the shifts in the canvas of artistic expression and the embodied experience of art facilitated by these technologies. AR and VR technologies enable immersive environments that extend beyond traditional spatial and temporal boundaries, integrating real-world elements into virtual spaces and offering tactile, immersive experiences. Furthermore, the dynamics of audience engagement are redefined through participatory and interactive experiences, challenging conventional notions of spectatorship and fostering a communal culture in the arts, as outlined by Jenkins (2006) and Bourriaud (2002). Ethical and aesthetic considerations, highlighted by Baudrillard (1994) and Heidegger (1977), raise questions about the authenticity, value, and meaning of art in the digital age, emphasizing the need for responsible use of these technologies. This paper contributes to a nuanced understanding of AR and VR's roles in shaping contemporary artistic practices, suggesting a critical reevaluation of how digital technologies influence the arts landscape.

Language, Linguistics

80303 | *Approaches to a Semiotics of Visual Language: Reconstructing Images of the Filipino Superheroines*
Rowena Rivero, San Beda University, Manila, Philippines

The approaches to a semiotics of visual language were presented to provide background on semiotic analysis and interpretation of Filipino Superheroines. Saussure's Structuralism; Dyadic Model [Signifier-Signified], Peircian Triadic Model, and Morris' Semiotic Model. Three superheroines, Darna, Volta, and Krystala were used as subjects for semiotic interpretation of its images. It is Morris' semiotic model {syntactic, semantic, and pragmatic} that was used as an approach in reconstructing the images of the three Filipino superheroines. In the introduction, a brief background on women's status was mentioned (years, years back) on how they struggled to have a place in society. This paper in a way complemented such evaluation on women's status; thus, a semiotic interpretation on these images helped in establishing concepts on the changing role and status of women in the society.

80734 | *Preparing Teachers for the Challenges of Teaching in English*
Branka Drljača Margić, University of Rijeka, Croatia

English-medium instruction (EMI) refers to the use of English as a medium of higher education in non-English-speaking countries. Its main weaknesses are a lack of language preparation for prospective EMI teachers and teachers' insufficient language proficiency. At the University of Rijeka, Croatia, however, there is a language preparation programme that includes three modules: Speaking, Writing and Microteaching followed by (self-)reflection. Our aim is to critically analyse the programme with a particular focus on teachers' satisfaction and their learning from the experience gained there. The qualitative and quantitative data were obtained from teachers' evaluations of the programme and their reflections on their own and their peers' microteaching. The sample comprised four cohorts of programme participants (n = 80). The findings show that the teachers are extremely satisfied with the programme and appreciate the opportunity to practise language skills in simulated classroom situations, microteach, get and give feedback, and critically reflect on their own teaching. They notice a decrease in their language command as they move from lecturing to discussion with their peers. Microteaching thus raises their awareness that high language proficiency is crucial for effective engagement in EMI and that spontaneity and automaticity in the language are important to be able to react on the spot. Drawing on the findings, we advocate the adoption of an explicit language policy that would stipulate teacher language testing and the implementation of language preparatory programmes to reduce teacher anxiety, help them save face, boost their motivation and ensure quality of instruction.

ECAH2024 Pre-Recorded Virtual Presentations

82785 | *Translating English Articles into the Mongolian Language*
Nomindari Byambasaikhan, Mongolian University of Science and Technology, Mongolia
Mungunchimeg Amar, Mongolian University of Science and Technology, Mongolia
Enkhbaatar Tsedenbazar, Mongolian Science and Technology, Mongolia

Acquiring proficiency in the English article system presents a formidable challenge for students whose native language lacks articles. This study investigates the developmental trajectory of article acquisition among Mongolian university students, seeking to elucidate their comprehension of the English article system as it evolves throughout their interlanguage development. Twenty-five participants representing varying levels of English proficiency participated in a comprehensive assessment, comprising a fill-in-the-article cloze test and structured interviews. Through a blend of quantitative and qualitative analyses, the study examines participants' grasp of critical factors such as hearer's knowledge, specific reference, uniqueness, and countability, which influence article errors across proficiency levels. The findings offer valuable insights into the sequential acquisition of the English article system and contribute to a deeper understanding of interlanguage representations. This research contributes to the broader discourse on second language acquisition and informs pedagogical approaches aimed at enhancing learners' mastery of English articles.

Other Humanities
83199 | *Plaza as a Complimentary Outdoor Activity Space to Green Space for Senior Citizens: Case Study of Central Beijing*
Dan Li, Shenzhen Technology University, China
Yue Kang, Beijing University of Chemical Technology, China
Shanshan Xie, University of Cambridge, United Kingdom
Linsha Zhou, Quanzhou Normal University, China

The plazas in shopping malls have the potential to serve several purposes for the elderly people, including as locations for health behaviors such as physical exercise and socialization. Yet the demand and supply of shopping mall plaza accessibility for the elderly is lacking research. This study uses the two-step floating catchment area approach (2SFCA) to assess the accessibility of shopping mall plazas. First, we extracted point of interest (POI) data from the Internet and aggregate it into a 100-meter-long hexagonal cellular network to determine the number of people and population density. Second, we use the shopping malls built in Beijing by the end of the year 2020 as an example and analyzed the need of the elderly and accessibility categorization. The results demonstrate the varying accessibility of urban plazas, complimentary parks, community parks, and pocket parks for the elderly people in different urban areas. The research proved that the plaza is an important complimentary to parks as a type of outdoor activity space. The research recommended that urban policy-makers and urban planners and designers consider taking use of handful plazas as an economic way of improving health behaviour of elderly people.

Philosophy, Ethics, Consciousness
68093 | *Ethical Culture and Socio-economic Development in Nigeria: An Imperative for Societal Acceptance*
Moshood Kayode Lawal, The Oke Ogun Polytechnic Saki Oyo State, Nigeria

Ethics is generally a product of a society's culture and which members of a specific culture follow unconditionally. It refers to a well-based standard of rights and wrongs that prescribe what human beings should do in justification of moral beliefs. The study aims to shift the attention of citizens to the importance of ethical behavior in Nigerian society, its resultant effects on both the individuals and government functionaries in the promotion of economy. The paper adopts an analytical approach with emphasis on secondary source of data collection. Information are sourced from articles, journals and published documents. The paper deals with background of the study of ethics, relevant key concepts, characteristics, code and its roles in the society. The paper concludes that if moral teaching and practices are given a pride of place and generally acceptable in most nations, they will foster honesty and integrity of individuals, reduce crime rate and promote the economy.

Political Science, Politics
79497 | *China's Global Role in the Middle East's Geopolitical Landscape*
Najla Alzarooni, Trends Research and Advisory, United Arab Emirates

The third term of President Xi Jinping has intensified the efforts of positioning China as a global power. China has not only re-designed its foreign behavior in terms of major power relations, but also it has established its involvement in other regions as a great power engagement. Recently, China strategized its relations with the Middle East by projecting itself as a trusted great power and global peace broker. It has been actively mediating between regional powers to showcase a more responsible global role in stabilizing the Middle East. However, previous great powers' intervention in the region faced several difficulties due to the geopolitical complexity of the Middle East as its geopolitical landscape is influenced by regional and other major powers. Subsequently, maintaining a stable role and growing global influence of China in the region may not be perceived positively. This paper examines the recent Chinese role in the Middle East as a global power, from a geopolitical perspective. It evaluates how the aimed role is faced with several geopolitical opportunities and limitations. China's geopolitical engagement in the Middle East is subject to adaptation by the regional changing power dynamics. The paper brings in a new perspective of understanding global powers' relations with other regions, through which global powers' influence is limited to few means of engagement, such as cooperation and joint geopolitical alignments.

ECE2024 Pre-Recorded Virtual Presentations

Sexuality, Gender, Families
82991 | *Running Against the Norms: Lived Experiences of Indian Women Runners*
Abish Jebeshy R, Central University of Tamil Nadu, India

An in-depth study of the links between space, place, and gender is necessary to understand the dynamics of sporting spaces. Gender relations are spatially organized in Indian society, that is, dominant positions are occupied by men whereas subordinate positions by women, which also resonates within the sporting field. The 'myth of female frailty' became a defining feature of ideas about women, gender, and physical activity. (Theberge, 1989) On the other hand, the 'contested terrain' (Messner, 1988) of women's sports has seen tremendous growth in India in recent days due to certain women athletes' grit and resistance. Thus, this paper intends to study how Indian women athletes entered into this masculine space, created their own space and survived along with their male peers. "The Day I Became a Runner: A Women's History of India Through the Lens of Sport," a collection of biographies of women runners in post-Independence India, by Sohini Chattopadhyay is taken for textual analysis. Doreen Massey's Gender and Space theory explores the dynamic relationship between space, place, and social relations, emphasizing the fluid and relational nature of space. Applying this theory allows for a nuanced exploration of the socio-spatial dynamics within the world of athletics in India, shedding light on how gender shapes both the physical and social dimensions of this activity.

Assessment Theories & Methodologies
82831 | *Factors Influencing the Implementation of Formative Assessment as Perceived by Music Teachers: A Mixed Method Research in Macao*
Qi Zixiang, University of Saint Joseph, Macau
Sofia Serra, University of Aveiro, Portugal
Tchiang Van Man, University of Saint Joseph, Macau

This paper aims to explore the implementation and conception of formative assessment (FA) by middle school teachers in Macao (N=57) and examines the factors that influenced its implementation. A Convergent mixed method was applied in this paper and two types of data were collected. Quantitative data was collected through two questionnaires: 1) One questionnaire was adapted from Ramsey and Duffy (2016) which was applied to assess teachers' frequency of FA implementation. Three experts were also invited to examine the content validity of this questionnaire. 2) The other questionnaire, named Conceptions and Practices of Formative Assessment Questionnaire (Yan & Cheng, 2015; Yan et al, 2022) was applied to assess both personal variables and contextual variables of FA implementation. This qualitative data was collected through semi-structured interviews, and traditional inductive thematic analysis was applied for data analysis. The results of mixed method data firstly indicated that: a) Teachers had significantly positive instrumental attitudes, moderately positive affective attitudes, and high self-efficacy towards implementing FA; b) Teachers had limited understanding of FA and such lack might be related to inadequacy of professional training and overly theoretical content in such training; and c) Variables such as affective attitude, instrumental attitude, self-efficacy, and school environment were significantly positively correlated with the implementation of FA strategies. Variables such as instructional environment, student characters, and high-stakes assessments were highly positively correlated to some of the FA strategies. Only subjective norm was found to have a significantly positive effect on the implementation of FA.

Challenging & Preserving: Culture, Inter/Multiculturalism & Language
80712 | *Challenges Regarding the Accessibility of Library Services in Heritage Conservation Using the Matrix of Users' Consumption Behaviors*
Ioana Cornelia Cristina Crihană, The National Association of Public Librarians and Libraries in Romania, Romania

This article seeks to explore the multifaceted challenges inherent in ensuring accessibility to library services for the preservation of cultural heritage, with a particular focus on understanding user consumption behaviors from a lifelong learning perspective. The article aims to analyze the complexity and variables surrounding the imperative to preserve cultural heritage through libraries, juxtaposed with the various behavioral patterns displayed by users who engage with cultural resources. Based on the diverse learning interests of contemporary library users - from academic pursuits to professional development and personal enrichment - the present article initiates a matrix of factors responsible in shaping various cultural consumption behaviors. These factors comprise demographic variables such as age and education level, as well as contextual influences including cultural background, technological competence and responsiveness to innovation. By capitalizing on the information analysed within the Horizon project entitled SHIFT - MetamorphoSis of cultural Heritage Into augmented hypermedia assets For enhanced accessibiliTy and inclusion, currently under implementation, the present article will illustrate how advances in AI technology can be capitalized to adapt personalized solutions in library ecosystems. These solutions are designed to increase the accessibility andthe attractiveness of modern library services and favor the inclusion of different user types, especially vulnerable groups, thus strengthening the value, relevance and degree of monetization of cultural assets in library collections. For this purpose, the author will analyze relevant SHIFT project use cases and will explore how AI technology can help libraries by configuring customized technological solutions, oriented to the current users' needs.

ECE2024 Pre-Recorded Virtual Presentations

83075 | *Attitude Towards Language Maintenance: A Study of Language Practice Among Second Generation Bangladeshi Immigrants Living in London*

Murshida Rahman, Texas Tech University, United States

This research is intended to determine the current status of language maintenance among second generation Bangladeshi immigrants living in London. This study explores Bangladeshi immigrants' opinions on maintaining their native language "Bangla". This research integrates qualitative and quantitative research methods and the data of this study was collected through a questionnaire survey and semi-structured interviews. The target group for this study were second generation non-Sylheti Bangladeshi immigrants living in London. The total number of participants was 25. The age range of the participants was 31- 42 years. All the participants were collected through the researcher's personal network. Collected raw data from questionnaire survey has been analysed statistically using Microsoft Excel (frequency counts and percentages) and the qualitative data analysed based on the participants' answers. The result from both survey and interview delineates that the participants want to maintain the Bangla language as their heritage language and express positive attitudes toward maintaining Bangla language. There are various factors like promoting Bangla culture, exposure to Bangla language that contribute to the maintenance of Bangla language. The findings and results also illustrate that among second-generation non-Sylheti Bangladeshi immigrants, the language shift from Bangla to English can be termed as a 'partial shift' rather than complete shift. The shift takes place for specific purposes like getting good job, communicating with others, adapt to the majority culture. The findings of this study will also add value to the sociolinguistic area for further research about this community's language shift and maintenance.

Curriculum Design & Development

82756 | *An Investigative Review: How Well Does the Higher Engineering Education Curriculum Align with the UK's Economic and National Goals?*

Mauryn Nweke, University College London, United Kingdom

It is generally believed that there should be a close alignment between a country's national and economic goals and the curriculum delivered in its educational institutions. Historically in the UK, engineering and manufacturing has provided the largest contribution to the economy. It could be argued that at that time, the skills required to work in the industry were relatively rudimental and this was reflected in the how engineers were trained, which initially adopted an apprenticeship style of teaching and later, with the increase in university recruitment, was predominantly teacher-focused and technical-content driven. Advancements in technology, medicine and other fields have brought about the need for a new, flexible type of engineer with skills that go beyond those previously defined. During the time of these advancements, the UK has seen its engineering sector decline economically, which has led to the re-addressing of the engineering curriculum. However, with the UK aiming to significantly increase the contribution of the engineering sector towards the economy, it begs the question - how well does the engineering curriculum now match up with the UK's economic and national goals? This literature review-based study will explore the extent of the alignment of the UK's economic goals with the engineering curriculum in UK universities. It will begin by looking at the historic alignment and subsequent changes to society before discussing the current state of the engineering curriculum. Finally it will assess the economic aims of the UK and provide a thorough discussion on how the alignment could be improved.

83166 | *A Monograph for the Teaching of Geometry and Measurement in Initial Teacher Education in South Africa: Foundation and Intermediate Phases*

Rajendran Govender, University of the Western Cape, South Africa

When learning Geometry, students may tend to memorise properties, relationships, and formulae and may even attempt to solve problems mechanically. However, Geometry provides students with opportunities to engage with logic and reasoning beyond only symbols, but within spatial contexts as well. There is a tendency that Geometry, as it stands in the curriculum, is interpreted and subsequently taught as a list of separate, unrelated bullet points. Secondly, Geometric elements tend to be memorised according to their appearance, or their definitions are simply memorised without understanding. This qualitative case study underpinned by the Van Hiele theory aimed to explore the "big ideas" that permeate the effective teaching of Geometry, and how these "big ideas" promote an understanding of the connectedness between concepts in Geometry, Measurement, Number, and in the environment. Data were collected from 15 mathematics teacher educators across 10 Higher Education Institutions in South Africa that participated in a Primary Teacher Education project, which focused on developing new teacher graduates' ability to teach Geometry and Measurement. Data was collected via document analysis, questionnaires and focus group interviews. The study found that geometrical properties, measurement, transformations, invariance and visualization are the big ideas that permeates the teaching of geometry and measurement. These "big ideas" has the potential to influence how mathematics teacher educators re-organize and sequence their teaching and learning activities on geometry in pre-service mathematics teacher education curricula in connected ways. Furthermore, pre-service mathematics teachers must consider the 'big ideas' in the design of their lessons for work-integrated learning practices.

81811 | *Examining the Effects of Embedding Implicit Bias Within Curricular Interventions*

April Smith, University of Portsmouth, United Kingdom
Paschal Officha, University of Portsmouth, United Kingdom

This project delves into the effects of integrating implicit bias into curricular interventions for 80 second year undergraduate criminology students. Implicit bias, characterised by unconscious assumptions, significantly influences perceptions and behaviours. This project is driven by two primary objectives. Firstly, it underscores the role of academic institutions in fostering inclusive learning environments. Secondly, it seeks to broaden our understanding of embedding implicit bias within curricula. This project acknowledges the challenge of measuring reductions in implicit bias due to its unconscious nature. However, evidence suggests that embedding implicit bias raises awareness, which in turn offers confidence in employing strategies to mitigate biases. This project measures the impact of implicit bias integration on students' confidence levels in recognising, defining, and addressing bias via completion of a pre and post module survey, which bridges the gap between theory and practice by informing curriculum design and enhancing educational practices. These results suggest that there is a statistically significant difference in mean scores before and after the module for all questions, indicating that the module had a significant impact on students' perceptions and understanding of implicit bias. These findings have implications for creating inclusive learning environments.

ECE2024 Pre-Recorded Virtual Presentations

Design, Implementation & Assessment of Innovative Technologies in Education

79871 | *Unlocking Ice Hockey Prowess: Pose-Centric Analysis with MMaction2, Yolov8, and BoT-Sort for Sports Education*
Boyang Zhang, Wapice, Finland

In contemporary fixed-field team sports, the integration of computer vision techniques has become a popular practice for scrutinizing team strategies and tactics. This study embraces a comprehensive approach that amalgamates action recognition using MMaction2, object detection by Yolov8.1, and multi-object tracking using Bot-Sort to unravel the intricacies of ice hockey strategies. With a keen focus on pivotal actions such as passing and shooting movements, this research utilizes the McGill Hockey Player Tracking Dataset (MHPTD) to unearth valuable insights into ice hockey strategies. In the methodology, we provide a concise understanding of ice hockey dynamics, highlighting the significance of key actions in team sports. Social Network Analysis (SNA) is performed to understand ice hockey strategies, emphasizing the role of key actions, and fostering innovative approaches to sports education and analysis. We emphasise that key actions, such as precise passing and strategic offensive moves, could offer a profound impact on SNA. Moreover, we use Louvain method for community detection which allows us to uncover latent structures within the player network that extend beyond connections. By adding action patterns to the community, we reveal clusters of players who collaborate closely on the field and exhibit similar playing styles and strategic preferences. This study offers coaches and educators actionable insights for designing training programs and understanding team tactics. By integrating cutting-edge technologies with educational principles, our research contributes to performance analysis and modern coaching methods, enriching the landscape of fixed-field team sports education.

80580 | *To Investigate Students' Learning Experience by Re-designing a University Science Laboratory Subject Using Alternative Assessment and Digital Technology*
Kim Hung Lam, The Hong Kong Polytechnic University, Hong Kong
Dawn Lo, The Hong Kong Polytechnic University, Hong Kong
Chun Sang Chan, The Hong Kong Polytechnic University, Hong Kong

The COVID-19 pandemic has caused significant changes in education, including the shift to online or hybrid formats for science laboratory sessions. This study utilized Learning Analytics (LA) from 2021/2 to 2023/4 academic year to examine how science students' learning patterns were affected during and after COVID isolation. The findings indicated that a selected laboratory subject, which was was re-designed using group project as alternative assessments, can beneficial for student learning and engagement. The study found that students' performance was higher in the F2F mode of delivery and that alternative assessment methods enhanced students' learning experience and understanding. Additionally, the use of GenAI-empowered videos was found to enhance students' learning experiences in science labs. Further research is needed to confirm these findings and explore their implications for science education in a post-pandemic context. Preliminary findings suggest that around 65% of students found the GenAI-empowered videos helpful in understanding the subject matter. Further research is needed to confirm these findings and explore their implications for science education in a post-pandemic context.

82271 | *The Impact and Challenges of Artificial Intelligence Technologies on Universities in Southwestern Nigeria*
Aderinsola Kayode, Durban University of Technology & Trinity University, Nigeria
Adedoyin Odumabo, Trinity University, Nigeria

Advancements in Artificial Intelligence (AI) have led to significant changes in the education sector, creating new opportunities and challenges for teaching, research, and learning anytime and anywhere. The purpose of this study is to evaluate the impact and challenges of using artificial intelligence technology on universities in Southwestern Nigeria. A sample size of 120 Lecturers and 30 students were selected at each university using purposive sampling approaches and well-structured questionnaires distributed face-to-face and online. The questionnaire was distributed to four public and private universities in Nigeria's south-western zone, and 752 out of 900 copies were returned, indicating an 83.6% response rate. The data was captured in Microsoft Excel and SPSS packages, and it was analysed using frequency and percentage distributions. The findings revealed that adopting AI technologies for both learning, research, and teaching activities has a significant impact on teacher automated grading, feedback loops for teachers, virtual facilitators, chat campus questioning for students, personalized learning, adaptive learning, AI-powered anti-cheating, and data accumulation and personalization. However, the key barriers to the implementation of artificial intelligence technology are strategy, organizational maturity, data governance, and infrastructure of necessary IT on the campuses. In conclusion, the study recommends the use of many AI tools for successful teaching, research, and learning in higher education.

Educational Policy, Leadership, Management & Administration

76059 | *Professional Competence and Management Performance of State Universities and Colleges Administrators in MiMaRoPa*
Jesse Zamora, Mindoro State University, Philippines
Jerome Jef Zamora, Mindoro State University, Philippines

Goals in education are achieved with the crucial involvement and significant responsibility carried by the administrators. This study which utilized descriptive-correlational comparative methods investigates the Professional Competence (Interpersonal Relationships, Intrapersonal Relationships, Communication Skills, Time Management, and Decision Making) and extent of Management Performance (Improvement of School Plant, Supplies, and Equipment, Auxiliary Services, Public Relations, Staff Development, Research and Development, Extension Services, and Production Activities) of administrators in Oriental and Occidental Mindoro, Marinduque, Romblon, Palawan (MIMAROPA) Region State Universities and Colleges. The G-Power Analysis was employed to determine the total sample size for respondents, including 47 administrators (Vice Presidents, Directors, Deans, and Campus Directors), and 279 faculty members, which were determined by stratified random sampling. The questionnaires' reliability was tested using Cronbach's alpha and answered by the respondents through Google Forms. Results indicated that administrators' professional competencies received ratings ranging from very competent to highly competent. Similarly, the management performance of the administrators was rated as very evident. Generally, the ratings of administrators and faculty showed negative skewness and platykurtic distributions, indicative of consistently high ratings with minimal outliers. The Mann-Whitney U test showed no significant differences in the ratings between administrators and faculty, except for their performance in production activities. Pearson's Chi-Square analysis revealed that there is a positive association between professional competence and management performance. It is recommended that administrators continue to focus on developing their professional competencies to enhance their management performance. The administrators are encouraged to consider the proposed management strategies derived from the study.

ECE2024 Pre-Recorded Virtual Presentations

81847 | *Exam Malpractices in Ethiopian National Examinations: Forms, Causes and Prevention Mechanisms*
Aregawi Gidey, Addis Ababa University, Ethiopia
Belay Hagos, Addis Ababa University, Ethiopia

The purpose of this study was to examine the various forms of exam malpractices in national examinations in Ethiopia, the perceived causes, and the mechanisms used to prevent the malpractices. A qualitative approach was used in which five participants from two departments in National Educational Assessment and Examinations Agency working in different positions were purposively selected for the study. Data were collected using semi-structured interviews with the help of an interview guide. The findings revealed that different agents are involved in exam malpractices: examinees, invigilators, supervisors, exam center chiefs, parents, politicians, officials, and the local communities. The major forms of malpractices committed by examinees include: Bringing prepared answers to the examination halls, copying from others, writing notes on body parts, impersonation, using electronic devices, exchanging exam papers, disturbing the examiners and the exam situation, bribing examiners, etc. The study identified that mass cheating, and cheating with mobile phones are the most serious problems. The major cause that pushes students to cheat in exams is the desire to get better results, especially, when they are not well prepared and this arises from the desire to join the competitive field of studies in higher education. Examiners on the other hand tolerate or support cheating due to the benefit they get from examinees or to support their own groups. It was also found that politicians leak examination papers to get political advantage. To control the problem effectively, the study recommends a technology-based online examination system or Computer Based Testing.

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

80138 | *Perception of Language Learners on the Use of LearnLingua Self-Directional Multilingual App (SDMA) for Proficiency of Multiple Languages*
Olukemi Adetuyi-Olu-Francis, University of Lagos, Nigeria

Many language-learning apps do not feature multiple languages on the same app and are not accessible simultaneously. The recent health and security challenges all over the world have established the need for self-directional language-learning apps. This is not targeted at replacing language teachers, but at complimenting the efforts of the teachers, as its use will eliminate anxiety, timidity, and intimidation which often kill the morale of language learners. This study seeks to examine the perceptions of language learners on the use of LearnLingua, a Self-Directional Multilingual App, to enhance proficiency in multiple languages with an interface between the French and English languages and the mother tongue of respondents. The study adopts the use of focus groups and intervention to collect data from a sample size of 120 university undergraduate language learners comprising native speakers of Hausa, Igbo, and Yoruba, drawn from Nigerian university French Language students in 300 level. The study adopts simple percentage and inferential statistics for data analysis. The study's findings substantiate the focus of the study, which is to examine the perceptions of language learners on using the LearnLingua, Self-Directional Multilingual App for language proficiency. Results reveal that LearnLingua SDMA is an effective tool for multiple language proficiency. The study concludes that LearnLingua will motivate language learners to overcome anxiety, timidity, and humiliation and it will promote access to new languages through the mother tongues and/or the national languages as the case may be with ease.

80654 | *The Theory and the Practice of Translanguaging: Scope, Potential and Limitations in a Multilingual Urban Context*
Luzia Dominguez, Cardiff University, United Kingdom

This paper explores the concept of "translanguaging" and the relevance of its pedagogical application in the context of foreign language education in a multilingual urban environment. We review relevant literature discussing this theoretical concept, its scope, potential, and limitations when applied to the teaching of foreign languages. We then discuss its possible practical application in Welsh secondary schools, particularly in the most diverse areas of the Welsh capital, Cardiff (United Kingdom). The concept of translanguaging has evolved in scope, from its initial application in the teaching of Welsh and English in the Welsh bilingual context, to finding a relevant space not only in the international arena of Sociolinguistics and language pedagogy, but also being present in current Welsh educational policies and, presumably, practices. However, it is important to consider the actual pedagogical relevance of incorporating this concept into these policies, particularly to the teaching of Modern Foreign Languages. Additionally, it is important to examine any social factors that may influence the effectiveness of its application in the social context; in our case, a multilingual, ethnically diverse urban context. By analysing these issues, we aim to explore possible teaching practices that could be pedagogically effective in applying the concept in Cardiff secondary schools.

Higher Education

82234 | *Demonstration of Risk Factors Associated with the Male Athlete Triad in Young Elite Athletes from Pakistan*
Muhammad Saleem, Sarhad University Peshawar, Pakistan

Background: Inattentive food choices and engagement in excessive physical activities by male athletes can potentially lead to adverse health consequences. Objective: The aim was to ascertain the occurrence of risk factors associated with the Male Athlete Triad among young elite athletes in Pakistan. Methodology: In 2018, a cross-sectional study based on questionnaires was conducted at the Pakistan Sports Board. The study aimed to explore the risk factors related to the Male Athlete Triad in young elite athletes who were part of national training camps in major metropolitan areas. The study included proficient male elite athletes aged 18 to 25 years, capable of understanding the English questionnaire. The athletes completed a survey encompassing aspects like demographic information, educational background, Body Mass Index (BMI), sports involvement, and hours of participation. Additionally, they filled out the Eating Attitude Test-26 (EAT-26) and questionnaires assessing risks of amenorrhea and low bone mineral density. The prevalence of risk factors for each of the three components was individually evaluated. The collected data underwent analysis using SPSS-20, with descriptive statistics being applied. Results: The study comprised a sample of 90 elite athletes (mean age: 23.57 ± 2.37 years, mean BMI: 21.97 ± 1.90) engaged in various sports. The EAT-26 results indicated that 50% of athletes were at risk of developing an eating disorder. Moreover, 83.3% exhibited disordered eating behaviors that necessitated referral. Risks for amenorrhea were observed in 15% of the participants, and regarding low bone mineral density, notable risks were absent except for the consumption of caffeinated beverages, which was noted in 51.7% of participants. Conclusion: The study identified a significant prevalence of disordered eating risk among male elite athletes in Pakistan.

ECE2024 Pre-Recorded Virtual Presentations

79592 | *The Use of Interactive Videos in Undergraduate Courses: Lecturers' Acceptance Level*
Sook Fui Chin, Quest International University, Malaysia
Tina Swee Kim Lim, Quest International University, Malaysia

The use of technology is not new in education and it has been growing and evolving rapidly to support both teaching and learning. Video is one of the most famous educational technology tools. In recent years, interactive features have been added to engage the students rather than watching the videos passively. These videos are known as interactive videos. Interactive videos optimize active learning and improve students' performance. This study involved lecturers from the six faculties of a private university in Malaysia, who participated voluntarily. Their task was to create interactive videos within the university's Learning Management System (LMS). The research employed an instrument adapted from the Technology Acceptance Model (TAM) survey, originally developed by Davis (1989) and later refined for a study on interactive video technology by Pauli (2019). The instrument's reliability for internal consistency was determined using Cronbach's alpha, indicating high reliability for all four constructs and overall high internal consistency. The findings demonstrate a positive acceptance level for the use of interactive videos in teaching, irrespective of gender differences in cognitive processing. Among the four constructs, Attitudes toward Using Interactive Video had the highest mean. This study provides empirical evidence that lecturers are willing to adopt and utilize interactive videos in their teaching practices. Despite the novelty of interactive videos for many lecturers, the positive acceptance level persists, indicating that interactive videos can be widely introduced in higher education contexts to enhance engagement and interaction in teaching and learning.

82911 | *Empowerment Evaluation as a Tool for Improving an Online Graduate Student Orientation Course*
Izel Marie Guatno, De La Salle University, Philippines

The impact of COVID-19 made higher education institutions shift abruptly to online learning. The shift brought to the forefront the advantages and drawbacks of conducting courses online. As the government moves towards implementing hybrid and in-person courses for graduate students post-pandemic, it is crucial to determine whether or not delivering courses online has been helpful to the learning community before reverting to face-to-face instruction. This study describes a private university in the Philippines' efforts to evaluate the impact of its online graduate student orientation course. Students, non-academic personnel, faculty, and administrators (n = 32) participated in an Empowerment Evaluation (Fetterman, 1994) following these steps: (1) defining the mission of the program, (2) taking stock of the activities, and (3) planning the next orientation course. The researcher conducted focus group discussions with each group of stakeholders. The participants came up with a mission statement for the orientation program, which became the basis for rating the program activities in terms of importance and quality of implementation. They noted that although the online orientation course was well-organized and provided valuable information to students, the engagement of graduate students in the synchronous sessions and asynchronous activities needed improvement. Stakeholders identified goals, strategies, and milestones for the next orientation course based on their assessment of the activities. The process allowed them to collaborate and participate in decision-making for the course. The study presents recommendations for the course's improvement and discusses implications for student engagement.

83069 | *The Lived Experiences and Mentoring Relationships of Black Women College Administrators within American Higher Education*
Tiffany Wiggins, North Carolina Central University, United States

This study examines the nuanced experiences of Black women college administrators in American higher education, utilizing interpretative phenomenological analysis to explore their personal and professional lives and the impact of mentoring relationships. Despite historical achievements, these administrators face persistent obstacles such as racism, sexism, isolation, and tokenism, represented by the "concrete ceiling" hindering their progress. Grounded in Black Feminist Thought, the research emphasizes addressing the intersectional struggles of race and gender and the transformative potential of mentorship in navigating these challenges, aiming to amplify their voices and inform inclusive practices. Data were collected through interviews and reflective journal entries, revealing four key themes: Hyper-awareness of Self, Relationships with Other Black Women, Giving Back Through Work, and Balancing Personal and Professional Demands. By highlighting these experiences, the study aims to support higher education leadership in recognizing and meeting the unique needs of Black women administrators, reshaping workplace practices to provide equitable opportunities and psychological safety. Ultimately, it contributes to a deeper understanding of this demographic and emphasizes the crucial role of mentorship in their development, with the goal of fostering more inclusive and supportive environments within higher education.

Interdisciplinary, Multidisciplinary & Transdisciplinary Education

79603 | *Transformative Pathways: Rethinking Gender-Inclusive Educational Structures for Innovation and Adaptability in Contemporary Learning Environments*
Adelfa Silor, Mindanao State University-Iligan Institute of Technology, Philippines
Faith Stephanny Silor, Mindanao State University-Iligan Institute of Technology, Philippines
Miguelito Emfimo, Mindanao State University-Iligan Institute of Technology, Philippines

The awareness of gender disparities in education has increased, but current literature lacks a thorough exploration of reimagining educational structures for diverse gender needs. This research focuses on transformative pathways, addressing gaps, and contributing to the discourse on equitable learning environments. This research is prompted by the imperative to address persistent gender disparities in educational structures. Despite advancements in recognizing and advocating for gender equality, a significant gap exists in understanding how educational systems can be inclusively and adaptively transformed to cater to the diverse experiences of students across the gender spectrum. Recognizing the transformative potential of rethinking educational structures, this study aims to provide actionable insights informing policy, practice, and institutional change. Employing a robust mixed-methods approach with a focus on 100 participants, the research systematically gathers quantitative data on prevailing educational frameworks and their impact on learning outcomes. Simultaneously, qualitative methods delve into the nuanced experiences of students, educators, and policymakers. In-depth case studies of institutions with successful gender-inclusive structures offer practical insights into effective strategies and challenges. The findings illuminate the complex interplay between gender dynamics and educational structures, contributing a nuanced understanding and actionable insights for creating equitable and adaptable learning environments. In conclusion, the study emphasizes the significance of transformative pathways in reimagining education for inclusivity, innovation, and adaptability in contemporary settings.

ECE2024 Pre-Recorded Virtual Presentations

83068 | *An Arts-Based Integrative Teaching and Learning Model: Supporting Social and Emotional Learning in Secondary Schooling Years in Australia*
Leigh Webster, Monash University, Clayton Campus, Australia

This paper presents the conceptual ideas for designing an Arts-Based Integrative Teaching and Learning Model (AB ITLM) to support Social and Emotional Learning (SEL) as another avenue in secondary school contexts in Australia. It first provides a rationale for integrating three different components: Visual Arts, Expressive Therapies Continuum, and Australian Curriculum with General Capabilities (GC) strands - mainly with Personal and Social Capabilities (PSC) that drive the design of the model. Second, it situates the context of SEL, and the gaps between theory and practice mainly in Art Education in supporting the scope and significance of the model. The main author highlights his experience as an artist/researcher/teacher (a/r/t) in a broader PhD research project. Borrowing upon Arts-based research as a methodology, the use of a/r/t reflexivity is discussed in analysing the design phase and outcomes of the pilot implementation in a school (student's artworks and their experience and some insights gathered from artist and art therapists' consultations and review). These insights support the a/r/t discussion and the significance of the AB ITLM to stress its adaptability and versatility across other learning areas and contexts.

International Education
80465 | *Redefining Education Institutions Efforts to Enhance Students' Job-Readiness for STEM Careers*
Arthur Antoine, A-1 EGPMS Inc., Saint Lucia

Numerous challenges exist for STEM international students to gain employment upon graduation despite the increasing projections of the need for STEM professionals globally. In this era of social atrophy graduating students are shown to lack the interpersonal skills and empathy that foster collaborative multidisciplinary teams' success. This paper explores challenges including the lack of cultural competence and awareness, impact of short-lived employment retention after investing time and effort in onboarding or training early career professionals, lack of structured mentorship and an unwillingness to invest resources to groom early career professionals for success by employers and talent recruiters. As a result of exploring these issues, data-based strategic recommendations are presented that promote the awareness of educational institution leaders to cater for STEM-specific industry support for students, mentorship from industry professionals, immersive experiences for workplace cultural integration, and mechanisms for involvement in STEM industry associations. Collectively, these recommendations promote students' job-readiness for STEM careers in any geographic location by the creation of initiatives to expose students to the real-world environments of becoming professionals beyond figuring it out on their own via internships, trial/error, and other traditional means.

82054 | *Cultivating Creative Musicians: Teaching Strategies, Sources, and Challenges of Creativity in Chinese Higher Music Education*
Tingyu Yan, South China Normal University, China
Hong Yu, South China Normal University, China
JiaJun Tang, University of Southern California, United States

This study provides an in-depth examination of creativity development in higher music education in China. Between April 2023 and February 2024, the researchers conducted surveys and interviews with 316 students and 27 faculty members at five institutions in Guangzhou, China, intending to explore teaching strategies, sources, and challenges of creativity. The findings revealed the importance of traditional teaching methods; however, introducing innovative teaching methods is essential to activating creativity. The primary sources of creativity include cultural heritage, diversity of musical genres, and technological advances in music composition. Curricular rigidity, limited opportunities for interdisciplinary learning, and insufficient use of technology are the main barriers to creativity development. This study proposes the use of flexible pedagogical strategies integrating technology into music education and encouraging interdisciplinary student engagement, and the reforms for higher music education in China, aiming to address barriers to creativity development to foster musical talent that can compete and innovate on the global stage, promote music education in China, and enhance international competitiveness.

83078 | *Students' Visual Attention Distribution on Multilingual Educational Slides – An Eye-tracking Study*
Laksmira Kusumo Adhani, Kyushu University, Japan
Gerard Remijn, Kyushu University, Japan

Internationalization policies at higher educational institutions in non-English speaking countries have led to an increase in multilingual programs for (international) students. Teaching in such programs often requires the use of multiple languages on educational slides (e.g., PowerPoint), with the same information in English and the local language(s). However, having multiple languages on educational slides can lead to text crowding and processing overload. To investigate how students perceive multilingual slides, we performed two experiments with Indonesian and Japanese students, who use English as their second language. They were asked to evaluate slides which contained text in three languages (English, Japanese, and Bahasa Indonesia), within two layouts (separated-block and mixed). While doing so, their visual attention distribution on the slides was assessed with eye tracking, and their comprehension of the contents was tested. The eye-tracking results showed that the students dwelled their eye gaze longer on the texts in their native language (either Bahasa Indonesia or Japanese) if the slides had a separated-block layout, i.e., when the same information was grouped according to language. For slides with a mixed layout, in which the same information was given line-by-line in a different language, the students dwelled mainly on the text in their non-native language(s). Furthermore, these mixed-layout slides were evaluated as more complex/ distracting and required more mental processing effort than slides with a separated-block layout. Nevertheless, the students' content comprehension was significantly better for mixed-layout slides, implying that the mixed layout can be more effective in multilingual education.

ECE2024 Pre-Recorded Virtual Presentations

Knowledge Creation, Preservation & Access

81559 | *Artificial Intelligence and E-Learning in African Library Schools: Expectations of Library and Information Science Educators*
Oyemike Victor Benson, Federal Polytechnic Nekede Owerri, Nigeria
Charles Obichere, Federal Polytechnic Nekede Owerri, Nigeria
Kingsley Orisakwe, Federal Polytechnic Nekede, Owerri, Nigeria
Juliana O. Akidi, Alex Ekwueme Federal University, Nigeria

The study is designed to highlight the expectations of library and information science educators towards integration of artificial intelligence in e-learning processes in Library Schools in African countries. The narrative content analysis was adopted with extensive literature review. The study reveals the expectations library and information science educators as: possession of technical skills, ICT competency, possession of personalized ICT devices (i.e. laptops, iPads, iPhones), readiness to accept change, interest and commitment to the e-learning process via artificial intelligence tools, formulation of operational e-learning policies, and possession of other technical skills on e-learning and content development. On the other hand, expectations from Faculty Libraries in Library Schools in African continent include availability of digital or ICT infrastructure, steady power supply, steady and reliable internet service (connectivity), training and retraining of faculty library staff. The findings have exposed the need for library science educators and librarians in library schools to be repositioned for undeniable changes in the landscape of librarianship, teaching and learning with reference to AI tools and applications. The findings can be used by library administrators in making ICT related and e-learning policy that would guide the process of integrating AI tools to e-learning in African library schools. The study though using a theoretical approach has not been carried out before, thus it is a contribution to the frontiers of knowledge in this novel area. It also opens the frontiers for further empirical evidences from the developing countries.

Language Development & Literacy

78520 | *Embracing Fanfiction in the Literacy Classroom*
Leslie Haas, Xavier University of Louisiana, United States
Jill Tussey, Buena Vista University, United States

This presentation delves into the complex relationship between literacy and multimedia while exploring the world of multimodal literacies. Through the lens of sociocultural theory, the profound connections between literacy, social-emotional learning, and educational equity will be explored. From the exploration of fanfiction as mentor texts to the empowerment of communities through technology, this review seeks to unravel the transformative potential of multimodal literacies in fostering creativity, empathy, and inclusivity among learners. Our journey begins with the exploration of fanfiction as mentor texts, a practice that not only nurtures creativity but also enhances critical thinking and analytical skills. By dissecting and reimagining existing narratives, students delve deep into the layers of story structure, character dynamics, and thematic elements. This analytical process, rooted in multimodal literacies, fosters a nuanced understanding of literature while encouraging students to explore diverse perspectives and voices. In this context, fanfiction becomes a powerful tool for fostering creativity, empathy, and inclusivity among learners. Presenters will share examples of how fanfiction can be utilized as mentor texts in the elementary classroom settings. While the focus will be on literacy, there will be a strong connection to social-emotional learning and educational equity. Our hope is to provide support and real-life applications in the classroom for attendees. Resources will be provided throughout the presentation. The presentation would also be valuable for higher education instructors as they can embed the content in their courses for pre-service teachers.

Learning Experiences, Student Learning & Learner Diversity

80448 | *Inclusive Education Through Innovative Learning Environments: Strategies to Take into Account*
Amelia Granda-Pinan, University of Valencia, Spain
Jacobo Roda-Segarra, University of Valencia, Spain
Santiago Mengual-Andrés, University of Valencia, Spain

Guaranteeing an Inclusive Education (IE) has become a priority of European countries since the publication of the Council Recommendations of 2018 and 2022. The focus is not only on the pupils with special needs but encompasses all students, designing teaching and learning processes which consider differences and active roles of pupils. The goal is to provide equal opportunities and means for success, fostering not differentiated experiences but universally flexible and accessible ones. Schools often encounter challenges when determining necessary modifications to create more inclusive learning environments. This communication explores how Innovative Learning Environments (ILE) can assist schools in addressing these needs. To develop this exploration, we conducted a documentary review following the Preferred Reporting Items for Systematic Reviews (PRISMA) methodology (Page et al., 2021). The results compile various aspects of ILE that support the creation of an inclusive education situation. This includes examining different characteristics of the methodologies employed in these environments, the design of spaces with innovation and accessibility in mind (such as open or zonified areas), and the utilization of ICT to enhance the learning process. The review confirms that ILEs are suitable environments for providing inclusive education, considering specific characteristics or strategies identified in the literature as successful. These include a student-centred methodology, group work, flexible spaces, digital tools, the presence of special education teachers, multi-level classes, peer support, and training for both teachers and students, among others.

ECE2024 Pre-Recorded Virtual Presentations

82311 | *Systematic Literature Review and Qualitative Meta-synthesis on the Learning Experiences of Female Marriage Migrants*
Sooan choi, Inha University, South Korea

To add diversity to the learning experiences of immigrants, this study systematically reviews the literature on the learning experiences of female marriage migrants in Korea and presents a qualitative meta-synthesis. For this purpose, 12 Korean Citation Index papers were selected, and the literature was analyzed. There are 72 research participants in the selected literature, and they have various learning focuses, including Korean language education, qualification exams, higher education, and workplace learning. As a result of the study, their learning began with preparation for an uncertain future, the rational need to raise children, and the desire for a decent job. The learning process was closely connected to the economic context and occurred while maintaining balance as a mother and learner and acquiring various social capital. Research participants hope to accept reality and plan for the future through learning, reset family relationships as core family members, and participate in continuous learning. The above research results discussed the need to revitalize learning communities for transformative learning, take a balanced approach to learning, and consider various learning contexts.

Mind, Brain & Psychology

82353 | *Personality and Level of Mental Health on Career Adaptability Among University Students*
Marinai Omar, University Sultan Azlan Shah (USAS), Malaysia
Nadirah Sharuddin, University Sultan Azlan Shah (USAS), Malaysia

Indeed, the diversity of backgrounds among students on a university campus can lead to a variety of challenging socialization processes. The quantitative survey methodology with random sampling employed in this study indeed provides valuable insights into the relationships between personality traits, mental health, and career adaptability of 200 students at University Pendidikan Sultan Idris (UPSI). Using a combination of questionnaires such as the Big Five Inventory Scale (BFI), Depression Anxiety Stress Scale (DASS-21), and Career Adapt-Ability Scale (CAAS) provides a comprehensive approach to understanding the relationship between personality traits, mental health, and career adaptability among university students. The results of the study indicate that on average exhibited moderate levels of personality traits (mean =2.89; standard deviation (SD)= .225), mental health (m = 3.05; SD = .275) and career adaptability (m = 2.75; SD = .277). The results also indicated a statistically significant relationship between personality and career adaptability among the university students. The correlation coefficient (r) of 0.493 suggests a moderate positive relationship between these variables. This suggests that interventions aimed at enhancing career adaptability may benefit from addressing both personality factors and mental health outcomes among students. Therefore, it's crucial to promoting positive mental health and fostering personality traits associated with adaptability can enhance students' capacity to examine the complexities of career decision-making and transitions of differences students' experiences. Inconclusions, further analysis could explore potential relationships between specific personality traits, mental health dimensions, and career adaptability to provide targeted support for students' career development and well-being on campus.

80142 | *Crossover Effects of Education on Health and Health Behavior Among Retired Couples*
Mamiko Takeuchi, Aichigakuin University, Japan

Few studies in Japan have examined the crossover effect of education on health. This effect pertains to how the education level of one spouse influences the health behaviors and health status of the other. Utilizing data from the Ministry of Health, Labor, and Welfare's surveys conducted in 2010, 2013, and 2016, this study presents an empirical analysis of the effects of education on the health status and health behaviors of retired husbands and wives aged 65 years or older. The study aims to examine the disparities and crossover effects among married couples. Basic statistics indicate that wives exhibit better dietary health behaviors, whereas husbands excel in exercise, sleep and medical checkups. Furthermore, the crossover effect is more pronounced when the influence of wives' education extends to the health behaviors of their husbands compared to the reverse scenario. Among various health behaviors, the impact of educational background is most evident in medical checkups, demonstrating a clear crossover effect for both husbands and wives.

83036 | *Exploring the "Exo-scholastic": An Application of Ecological Systems Theory*
Erika Grogan-Graham, Ontario Tech University, Canada

Bronfenbrenner's Ecological Systems Theory (1979) is a model of human development that has been used in educational research as a theory for studying the dyadic student-teacher relationship (dSTR) in school contexts, as it considers the influence of different environments on a child's development. In this poster presentation, the author demonstrates an application of the theory from her graduate research. Bronfenbrenner's (1979) model is adapted to provide a framework to examine how different ecological contexts impact the cultivation of the dSTR. Where the child is placed at the centre of Bronfenbrenner's (1979) model, the presenter is placing the dSTR at the centre and proposes an analogue adaption of each nested environmental level. The microsystem, mesosystem, exosystem and macrosystem of the dSTR are theoretically adapted with Bronfenbrenner's call to connection and each level's application to the development of the dSTR will be examined. The exosystem presents a significant layer to the researcher, as it beholds the 'exo-scholastic' context for her pending study. It is important to note that where Bronfenbrenner's (1979) focus is on the child, this proposed adaptation focuses on the relationship in which both the student and teacher are participants. As such, the presenter draws on attachment theory, a prevalent theory in the literature on the dSTR, as a foundation for suggesting the link between attachment and ecological systems theory. The proposed adaptation of the ecological systems theory offers a new lens in which the dyadic student-teacher relationship can be examined.

ECE2024 Pre-Recorded Virtual Presentations

Primary & Secondary Education

83006 | *The Influence of Mathematics Conjecturing-Centred Teaching on Fourth-Graders' Conjecturing Thinking Process and Active Thinking Ability*
Qian-Ting Liao, National Changhua University of Education, Taiwan
Erh-Tsung Chin, National Changhua University of Education, Taiwan
Shu-Hui Hsiao, National Changhua University of Education, Taiwan

The study aimed to implement conjecturing-centred teaching in a fourth- grade classroom to investigate the pupils' conjecturing thinking process and active thinking ability. The research design was based on the action research method and conducted through two circles which lasted for three months. The research subjects were 24 fourth-graders divided into four groups. They carried on mathematical reasoning and resolving by means of "entry step", "attack step" and "review step" in the conjecturing-centred mathematical activities. The teacher led the pupils to pose a general rule, test that rule, and then revise a conjecture accordingly. The pupils constructed their conceptions gradually in the circle that consisted of posing a conjecture, testing it, believing it, or rejecting it. The collected data included videotapes, conjecturing thinking process checklists, active thinking ability observation notes, semi-structured interviews, students' learning files, instructional journals, and researcher's reflective records. The research findings showed that: First, there were five factors that stimulated the pupils to bring up conjectures. Second, the conjecturing thinking process of fourth-graders consisted of observation, conjectures suggesting, verification and generalisation. Third, the pupils with different performances had different manifestations in basic thinking, reorganising thinking and problem solving thinking. The conclusions were declared as follows: (1) While implementing conjecting-centered teaching, teachers should consider the thinking process of mathematics conjecturing of different level of pupils and provide them with the appropriate guidance. (2) Implementing conjecturing-centred teaching can help different achievers construct their mathematical knowledge. (3) Implementing conjecture-centred teaching can help lower achievers improve their active thinking ability.

79781 | *Teaching and Learning International Survey (TALIS) 2018: A Descriptive Analysis of Teacher Professional Development (TPD) in Indonesia*
Astri Dwi Jayanti Suhandoko, Universitas Terbuka, Indonesia
Ucu Rahayu, Universitas Terbuka, Indonesia
Andayani Andayani, Universitas Terbuka, Indonesia
Siti Aisyah, Universitas Terbuka, Indonesia
Pamela Mikaresti, Universitas Terbuka, Indonesia

The Teacher Professional Development (TPD) program is a crucial strategy for enhancing teachers' knowledge and skills. The program includes activities that go beyond introducing instructional methods in the classroom and focus on improving teachers' abilities to communicate and collaborate with their peers, community of teachers, leaders, and school partners. There is a scarcity of research presenting TPD data from teacher representatives throughout Indonesia, particularly those using the 2018 TALIS questionnaire developed by the OECD. This mixed-method study collected TPD data from a survey of 1000 primary school teachers in Indonesia and interview data through the FGD method from 66 respondents, including teachers, principals, parent committees, and education offices from several cities in Indonesia. The study's results indicate that TPD programs in Indonesia require improvement and equal implementation by both teachers in urban and suburban/rural areas. The programs primarily focus on enhancing knowledge, instructional and institutional skills, including organic relationships with peers and school partners. Descriptive data analysis reveals that TPD programs should encourage cooperation and collaboration among teachers at local, national, and international levels. Recommendations for future research should analyze the effect of the TPD program integrated with the Merdeka Curriculum on teachers' committees. This will provide valuable insights into the effectiveness of the program.

82320 | *Navigating STEM: Challenges Faced by Nigerian Female Secondary School Students*
Chika Judith Abolle-Okoyeagu, Robert Gordon University, United Kingdom
Chioma Onoshakpor, Robert Gordon University, United Kingdom
Tule Onoja, Robert Gordon University, United Kingdom

gender equality (SDG5), quality education (SDG4), and decent work in Nigeria. This paper examines the depth and implications of gender imbalances within STEM and underscores the multifaceted benefits of addressing this issue for broader societal progress. Leveraging a qualitative approach through content analysis of 139 secondary school students in Nigeria, we uncover the root causes behind the underrepresentation of women in STEM, using a theoretical framework of social context and social environment to form the basis of our analysis. Our sample was gotten from female secondary school students in both public and private schools in Nigeria. Our findings reveal that family influence play a significant role in the choice of STEM education for the girl child. Therefore, we recommend that encouraging girls' involvement in STEM subjects from the home front, as this is crucial, in dismantling cultural barriers and stereotypes for the girl child. This could be done through intentional role modelling and signposting to careers in STEM. We argue that by eliminating gender disparities in STEM, not only can women be propelled to the forefront of innovation, but can accelerate global efforts to meet the SDGs, fostering a more equitable and prosperous world.

ECE2024 Pre-Recorded Virtual Presentations

Professional Training, Development & Concerns in Education

80633 | *Issues with Implementing Teaching Materials from a Standardised Professional Development Programme: Perspectives Among ESL Teachers*
Wendy Hiew, Universiti Malaysia Sabah, Malaysia

This study investigates the issues experienced by ESL teacher participants in implementing materials and activities from the Professional Up-skilling of English Language Teachers (ProELT) programme in their language classrooms. A review of past studies indicated limited research on large-scale, standardised professional development programmes involving English language teachers from primary and secondary schools (heterogeneous teaching levels) and urban and rural areas (heterogeneous districts) participating in the same programme. Hence, this study aims to fill this research gap by adopting a mixed methods explanatory sequential design utilising interviews, focus groups, a questionnaire survey and the ProELT sourcebook. The findings reveal more than half of the modules in each section of the coursebook do not complement the Malaysia curriculum specifications for primary and secondary schools; this triangulates with the interview findings that most of the teachers found it challenging to adopt the ProELT teaching materials and activities in their lessons due to the lack of relevance of the course materials with their teaching curriculum and target students. In addition, findings from the questionnaire further substantiate the teachers' suggestions that the ProELT content should complement the English language curriculum syllabus. The findings of this study have implications for the programme providers and the programme designers in designing future development programmes that cater to the teachers' needs, personalising separate primary and secondary-level programme contents, and focusing on pedagogical content knowledge and subject matter vis-a-vis generic learning.

76460 | *Microteaching and Microlearning Strategy to Improve the Quality of Education Through E-learning Platforms*
Hira Kulsum Natamkar, Jazan University, Saudi Arabia

The evolving needs in the labour market seek for modern trends in the world of digital learning. This paper focuses on 'teaching with technology' and 'learning with technology'. This research discusses the effectiveness of microteaching, a qualitative teacher training technique that allows new teaching assistants an opportunity to boost their teaching skills with real-time teaching experiences via an e-learning platform. The teacher trainees make use of microlearning which is a flexible and cost-effective method that offers a variety of formats to enrich the learning of students. This paper explores the phases, impact and core skills of microteaching and the implementation of microlearning formats. Microteaching helps new teachers learn the art of teaching at ease. The new teachers can be monitored for employee development and performance enhancement purposes. The author searched many databases and reviewed articles in various educational journals and books. An online interview was conducted in this process. The primary data is from the teachers' participation through questionnaires. The analysis of the data suggests a few drawbacks of this strategy, for example, new teacher trainees experienced a small level of anxiety being in virtual classrooms. Despite some problems, it is found that the microteaching and microlearning strategies through e-learning platforms are very useful for teacher trainees, and it is very easy to apply this strategy in any institution.

Teaching Experiences, Pedagogy, Practice & Praxis

77668 | *Gender Disparities of Teaching Reading in DepEd Northern Mindanao, Philippines*
Felix Gaviola, Jr., Mindanao State University-Iligan Institute of Technology, Philippines
Loreta Fajardo, Mindanao State University-Iligan Institute of Technology, Philippines
Lindy Lou Gaviola, Mindanao State University-Iligan Institute of Technology, Philippines
Faith Stephanny Silor, Mindanao State University-Iligan Institute of Technology, Philippines

In the realm of education in the Philippines, gender disparities in educational outcomes persist as a complex challenge, particularly in the context of basic education indicators. The gender gap, particularly in reading, remains a pertinent and unresolved issue. This study delves into the analysis of gender disparities in teaching reading within the Department of Education in Northern Mindanao, Philippines. Utilizing a qualitative approach, the research conducted Focus Group Discussions with sixty teachers, employing thematic analysis to derive meaningful insights. The findings illuminate that girls exhibit a greater propensity to engage cooperatively in reading tasks compared to boys, and these subtle differences may significantly impact early educational years. The early reading proficiency demonstrated by girls potentially catalyzes a self-reinforcing cycle, leading to increased voluntary reading during critical primary school years and consequently enhancing their overall reading abilities. Girls consistently outperform boys in reading assessments across various age levels. Socioeconomic factors seem to render boys from lower economic backgrounds more vulnerable to reading difficulties than females. Teachers' perceptions play a role, with boys seen as "difficult" and underachievers, while girls are characterized as "obedient" and high-achieving. These early judgments, from teachers and society, may contribute to divergent paths in the academic success of boys and girls. In addressing these gender disparities in teaching reading, the study advocates for the implementation of synthetic phonics as a teaching method. This approach aims to provide an effective and equitable instructional foundation, mitigating the identified gender gaps and fostering a more inclusive educational environment.

78310 | *Unravelling the Dichotomy of Differentiated Instruction: Inclusionary or Exclusionary Practice?*
Hanin Bukamal, University of Bahrain, Bahrain

For decades, differentiated instruction (DI) has been utilised as a generalist teaching approach and an inclusive practice in order to enhance the participation of all learners in the mainstream classroom, including learners with special educational needs. The extensive use of differentiation in mainstream classrooms as the gateway to inclusive education denotes the academic and social participation of all learners in a diverse environment. However, the lack of consensus on the specific implementation of DI has the potential for exclusionary tendencies based on nuances in its implementation and approach. While several educational systems prescribe differentiation in their policies as the main way of inclusive practice, it comes with minimal guidance or training on how it should actually be implemented. In the case of Bahrain, differentiated instruction is infused through pre-service and in-service education programmes, as well as advised and expected by the main quality assurance agency in the kingdom. This paper will discuss the dichotomy of differentiated instruction and how the undermining dualism to its execution can actually have a counterproductive impact on students' academic and social inclusion. The research questions pertaining to this study are therefore: how is differentiated instruction conceptualised and implemented in primary classrooms in Bahrain? How does this version of DI contribute or hinder the academic and social inclusion of diverse learners? What influences the inclusionary or exclusionary implementation of DI?

79778 | *A Systematic Review of Teachers' Beliefs and Practices of Overt Translanguaging in English-Medium-Instruction Classrooms*
You Wu, University of Malaya, Malaysia and Lyuliang University, China
Juliana Othman, University of Malaya, Malaysia

The past decade witnesses a surge of empirical research exploring teachers' language ideologies and practices from translanguaging lens in English medium instruction (EMI) classrooms. This systematic review analyses EMI teachers' complex translanguaging beliefs, how they translate their beliefs into classroom teaching, as well as the influencing factors that mediate the relationship between their beliefs and practice. A search of four databases identified 3,587 publications on translanguaging in EMI contexts, published from 2015 to Dec. 2023. Among them, 10 were eligible as peer-reviewed journal articles, with research conducted in EMI classrooms. The thematic synthesis identifies three main themes, including teacher beliefs, classroom practices and contextual factors. It reveals the considerably varied attitudes towards translanguaging, diverse classrooms practices in their classrooms and multiple factors serving as the mediating role influence the transition from teachers' pedagogical thinking into doing, regardless of the prescribed institutional language policy. The review suggests a need of conducting more empirical research on translanguaging stances and praxis in primary and secondary levels of schooling, as almost all included studies were conducted in tertiary education. Furthermore, the review calls for more targeted professional training taking the broader contextual factors into account to overcome entrenched monolingual ideologies and promote the full affordances of translanguaging.

80572 | *Brilliant Club Scholar Programme Case Study: Teaching Save Energy at Homes with KS4/5 Pupils*
Shan Shan Hou, Cardiff University, United Kingdom

As a Brilliant Club Scholar Programme tutor, I started to deliver university-style lectures on how to save energy at homes to KS4/5 pupils with underprivileged background since 2023. I appreciate the opportunity to contribute and be part of pupils' progress in their understanding of this subject and try to engage them in a range of learning activities. It is essential for pupils to understand climate change and the importance of energy efficiency at homes and grow up to be adults who positively contribute to the zero-carbon future. This paper aimed to explore an effective approach to engage and prepare school pupils in learning and research in areas of national importance. It introduced how backward planning, an approach for curriculum design put forward by Wiggins and McTighe, was applied in the course design to ensure the achievement of the learning outcomes. It also reflected on how the ABC model, based on the pedagogic theory of Professor Diana Laurillard's Conversational Framework, was used to design learning activities that effectively engage pupils and scaffold their learning. Then, the delivery of the Save Energy at Homes course in four comprehensive schools in Wales was used as a case study. Finally, good practices and challenges, from effective feedback to co-designing the course with pupils, were discussed and concluded.

82103 | *Social Commitment of Education and Teaching: Being a School and Being a Teacher in the 21st Century*
Susana Oliveira, Lusofona University, Portugal

Biesta (2022) states that today's education focuses mainly on results and meeting the socio-cultural needs of society and deviates the School from the real purpose of educating and deprives the teacher of the autonomy to do what is their deontological and social responsibility. In this study, we set out to understand what was at the origin of the legitimization of Education for the XXI Century, and the role it plays in anticipating the future. We also tried to understand what the role of the school and the teacher in both approaches to the school of the century is we are in. What is the social and humanist responsibility of the democratic school and its agents in building the future of humanity, and in the identity of the student and the role of the teacher. After deepening both approaches, a comparative and critical analysis was carried out, according to democratic assumptions and the function of the school as an institution responsible for the formation of future citizens. From the analysis carried out, it was concluded that the ESXXI idealized by the OECD is centered on what Biesta (2022) designates to be the "qualification" function of education, centered on learning and on the role of the teacher as a learning-facilitator, and puts socialization and subjectification functions on a lower level. What, according to Biesta, proves to be a reductive solution for the development of the student's individual identity and a poor definition of the true responsibility of the school and the teacher.

82143 | *"Knowing Me – Knowing Us": Positioning Collaborative Reflection in Establishing Inquiry Based Project Learning Approaches with Children*
Jo Perry, Manukau Institute of Technology, New Zealand

Inquiry-Based Project Learning is a term developed to explain the different historical and present-day approaches to using inquiry with children. In an inquiry approach, children lead their own learning as they explore and discover answers to their own questions. This term is drawn from a current project based in Aotearoa New Zealand exploring the ways that early childhood centres and their teachers have developed ways of following this approach. The project includes seven team members from a range of different institutions. The project takes an interpretivist approach and is underpinned by sociocultural and bioecological theories. The study design is strongly informed by narrative inquiry approaches. This presentation explores one of the findings from the data which centred on the way that the teachers in all the Centres included in the project, talked about the collaborative discussions they had engaged in before and during their inquiries with children. These collaboratively reflective discussions amongst each team focused on how they 'saw' children, and their values, beliefs and previous experiences that now impacted their current practices. This process of taking time to get to know each other gave them a shared understanding of the pedagogy of inquiry but also of the ways they interpreted and extended the projects as they emerged and progressed.

ECE2024 Pre-Recorded Virtual Presentations

82780 | *Enriching and Enhancing Students' Learning Experiences in an Introductory Mechanical Engineering Course Through Demo Kits*
Hong Tao, The Hong Kong University of Science and Technology, Hong Kong

Mechanical Engineering for Modern Life is an introductory course designed for Year-1 undergraduate students, aiming to provide them with a comprehensive overview of the field of mechanical engineering and its sub-areas. To bridge the knowledge gap between Year 1 students and the theoretical concepts in different sub-areas of mechanical engineering, we have utilized a series of demonstration kits as visual aids. For instance, we have used a model aircraft lift demonstrator to show how the lifting forces are generated by an airfoil shape; we have applied a four – bar linkage demonstrator to help students understand the number of degree of freedom of a linkage and visualize the Grashof's condition; we have employed a Venturi tube to visualize the Venturi effect and enhance understanding and application of Bernoulli's equation; we have utilized a mini – robotic arm to show how the manipulator is controlled to move and complete tasks. This study investigates the correlation between each demonstration kit and the aforementioned theoretical concepts. Its main goal is to analyze the results of various surveys, evaluate the effectiveness of using the demonstration kits, and quantify their impact on students' learning experiences and academic outcomes. The incorporation of demonstration kits has proved effective in helping students better comprehend the theoretical concepts and enhancing their performances in quizzes.

82865 | *Simulation of Situational Tasks as a Method of Developing Safe Behavior Skills*
Diana Amirova, Nazarbayev Intellectual School of Chemistry and Biology in Almaty, Kazakhstan
Nazigul Muratbekova, Nazarbayev Intellectual School of Chemistry and Biology in Almaty, Kazakhstan
Assem Zhomartova, Nazarbayev Intellectual School of Chemistry and Biology in Almaty, Kazakhstan
Zhanna Khadessova, Nazarbayev Intellectual School of Chemistry and Biology in Almaty, Kazakhstan
Zhaxybek Suleimenkulov, Nazarbayev Intellectual School of Chemistry and Biology in Almaty, Kazakhstan

This study is among the important issues of modern society and reflects a general problem in Kazakhstan, the solution to which we see through a local approach, applying a series of lessons within Lesson study. Consequently, the goal of the research was defined as the development of skills to respond to life-threatening situations for students through the simulation of situational tasks during and outside of lessons. During the research, methods were used such as lesson observation, initial and final surveys, and simulation of situational tasks to develop and improve skills in responding to life-threatening situations. The research also involved broadcasting video materials and discussing national and international news events. During the research, our team encountered a real manifestation of one of the dangers threatening human life as earthquakes in Almaty, which adjusted the course of research. At the final stage of the research, impressive survey results were uncovered and detailed in the study. The importance of this research lies in the practical application of situational tasks, which enhances students' safety behaviour skills and responsibility for personal and others' safety. The results of the initial and final surveys underline the study's relevance. Evidence includes stress diagram analyses from the pre-post surveys and those conducted post-earthquakes in Almaty. During the research, we came to the following conclusions. Firstly, student awareness of life-threatening situations increased, as evidenced by the study results. Furthermore, there's a need to update preventive training strategies in schools to better integrate and automate safe behaviour skills within school community.

82967 | *Connectivism in Cross-Disciplinary Teaching: An Integrative Approach to Introduce Hydrogen Energy*
Wen-Chun Chen, National Chung Cheng University, Taiwan

This presentation showcases a cross-disciplinary course designed to harness the potential of hydrogen energy for achieving net zero emissions from three different disciplinary perspectives: environmental law, Arduino programming, and energy engineering. Grounded in Connectivism Learning Theory, the course underscores the importance of integrating diverse knowledge domains to enhance practical learning outcomes, crucial for developing sustainable energy solutions. It features a structured framework that includes pre-class videos to introduce foundational concepts, serving as cognitive guides to focus student attention on key information. Task-based learning activities are central in the instructional design, encouraging students to apply theoretical knowledge to real-world environmental and engineering challenges. Visualization techniques, including animated PPTs, scaffolding with AI-tools, hands-on experiments in a collaborative lab setting, are adopted to scaffold the learning of complex theories. Students iteratively test and refine their hypotheses to propose a desired result— directly applying principles of Experiential Learning to achieve demonstrable results. Additionally, the course integrates formative and summative assessments to foster deep learning—facilitated by three instructors and supported by six teaching assistants to create a supportive learning environment. Feedback from students has been positive, validating the effectiveness of this pedagogical approach. This curricular demonstration not only bridges the theoretical-practical gap towards the global goal of net zero emissions but also exemplifies the application of Connectivism in a cross-disciplinary education.

83072 | *Advancing Teacher Training in Taiwan: Harnessing Virtual Reality to Assess and Enhance Teaching Practical Skills*
Wu Chiaying, Chinese Culture University, Taiwan

As a mentor teacher, I frequently receive feedback from intern students during their return-to-campus internships, expressing their perceived lack of professional or adequate teaching abilities. Despite feeling confident in their subject knowledge, they admit to feeling apprehensive about actual teaching. Currently, in Taiwan, the only validated method for assessing educational professional competence before intern students enter educational internship institutions is through the Teacher Qualification Examination, conducted via pen-and-paper tests. This method ensures that intern students have a certain level of subject knowledge during the internship stage but overlooks the crucial teaching practical abilities. Furthermore, virtual reality technology has flourished in recent years and has become a trend for learning and entertainment. The application of virtual reality technology allows users to have immersive experiences, enabling them to experience scenario-based learning in lifelike environments and transfer knowledge and skills to the real world. Therefore, this study aims to develop a Virtual Reality (VR) system for assessing teaching practical abilities. This system will enable teacher trainees to interact with virtual classroom environments, immersing them as if they were present in a real teaching scenario. Besides assisting universities in evaluating whether teacher trainees meet the basic threshold of teaching practical abilities, the system will also include a "self-practice" area, enabling trainees to independently schedule multiple teaching practice sessions within the VR environment. This research adopts a quasi-experimental research method to evaluate the impact of utilizing VR technology in educational internships on the teaching effectiveness of intern teachers, thereby fostering innovation in teacher training-related research.

ECLL2024 Pre-Recorded Virtual Presentations

Applied Linguistics Research

79351 | *Legitimation and Delegitimation Strategies: A Comparative Analysis of Presidential Inaugural Speeches in Africa*
Lily Chimuanya, Covenant University, Nigeria
Esther Ehioghae, Covenant University, Nigeria

Language, a versatile and complex tool, is fundamentally salient within the realm of politics. In this dynamic world, political leaders deftly use language to engage in a strategic show aimed at manipulating, or mechanising the opinion of discerning people. This nuanced interplay is underscored by an array of rhetorical strategies, meticulously synced with contextual factors, to achieve multifaceted persuasive objectives. This study delves into a rigorous examination of (de)legitimation strategies inherent in presidential inaugural speeches. The theoretical framework for this inquiry is based on the comprehensive legitimation model by van Leeuwen (2007) and Reyes (2011). At the heart of this study lies a purposeful selection of 10 presidential inaugural speeches, forming a dataset to provide an in-depth lens to explore the intricate domain of presidential rhetoric. The analysis takes a mixed method approach to deliberately measure this carefully chosen corpus. The thematic elements of authorisation, moral evaluation, rationalisation, altruism, and mythopoesis emerge as pivotal features that require critical examinationIn conclusion, this exploration goes beyond the nuanced landscape of language as a potent tool in the political arena. Each strategy contributes to the overall rhetorical impact, shaping the narrative and influencing the perception of president's legitimacy and authority. Van Leeuwen and Reyes' theoretical frameworks serve as invaluable guides, shedding light on the intricate show of authorisation moral evaluation, rationalisation altruism, and mythopoesis. As this study delves into the depths of presidential rhetoric, it underscores the profound influence of language on shaping political narratives and, consequently, the collective consciousness of society.

80534 | *The Groupe-Pont as a Safe Space for Learning and Using French as a Second Language in Higher Education in Canada*
Shayna-Eve Hébert, Université de Moncton, Canada

The concept of safe spaces is used to define spaces where individuals are comfortable taking risks (Holley & Steiner, 2005; Redmond, 2010). Previous studies in critical language education in Europe and in the United States have shown that participating in such safe spaces – those in which students feel comfortable enough to make mistakes, to share their personal experiences and to question their teachers and peers – can facilitate legitimating experiences for them in their second language (Ashtari, 2023; Pazos, 2023). Such experiences may then lead to lower foreign language anxiety (Dryden & al., 2021; Galmiche, 2014; Horwitz & al., 1986). To date, research lacks on linguistic safe spaces in the context of French as a second language education in Canada. Our goal, then, is to show how a French immersion program, the Groupe-pont, offered at a French-language university in New Brunswick, Canada, can provide a linguistic safe space. We conducted ten semi-directed interviews with five Anglophone participants in this program. Using thematic analysis (Paillé & Mucchielli, 2021) we investigated five Groupe-pont students' descriptions of the program's empowering practices for their practice of French on campus. The participants consider the Groupe-pont a community which provides legitimating experiences in French, including opportunities to ask questions about their second language in spaces where they do not "sound stupid" in front of "real" Francophones. We conclude by suggesting practices, such as peer mentoring, that can be implemented in other language programs to reduce foreign language anxiety and to promote linguistic risk-taking (Rhéaume & al., 2021).

80662 | *The Interplay of Aristotle's Rhetorical Triangle in Sangguniang Kabataan Political Campaign Speeches: A Rhetorical Discourse Analysis*
Haya Jane Elan, Holy Trinity College of General Santos City, Philippines
Mishare Samboang, Holy Trinity College of General Santos City, Philippines
Joy Leonice Olandria, Holy Trinity College of General Santos City, Philippines
Aimhe Ordonio, Holy Trinity College of General Santos City, Philippines
Keith Zabate, Holy Trinity College of General Santos City, Philippines

This study employed rhetorical discourse analysis to examine the rhetorical appeals employed by Sangguniang Kabataan chairperson candidates in their political campaign speeches. Thematic analysis was also used to identify the general themes drawn from the analyses. Gagich & Zickel's key linguistic characteristics served as a framework to identify linguistic characteristics present in the speeches of the selected candidates. Our focus, as researchers, centered on analyzing the rhetorical appeals present in ten campaign speeches delivered by SK chairperson candidates, originating from both urban and rural barangays in General Santos City, disseminated on the social media platform Facebook. Throughout the data collection process, our findings revealed that in urban barangays, pathos had the highest percentage, followed by logos, with ethos being the least utilized appeal. Conversely, in rural barangays, logos emerged as the predominant appeal, followed by pathos, while ethos remained the least utilized. Moreover, the linguistic characteristics of "elaboration", "emotion-laden vocabulary", and "credibility" surfaced as the most frequently employed. Distinct themes such as Credibility and Qualifications, and Youth Empowerment through Education were identified in the speeches. Based on the results of this study, we recommend that voters familiarize themselves with Aristotle's Rhetorical Triangle, which empowers them to analyze political discourse discerningly, distinguishing credibility, well-founded arguments, and appeals rooted in emotion.

81197 | *The Role of Shame and Guilt Experienced by ESL Teachers: A Mixed-Method Study Across the Maldives, Palestine, and Kyrgyzstan*
Aminath Wafa Waheed, Eötvös Loránd University, Hungary
Maree Ziad Tima, Eötvös Loránd University, Hungary
Kasiet Kapalova, Eötvös Loránd University, Hungary

Shame and guilt, despite being two commonly experienced emotions by teachers, are often neglected in discussions on individual differences and applied linguistics. However, the existence of these two emotions cannot be denied as they can affect the teaching process and ultimately, the student learning outcomes. This study aims to investigate shame and guilt, in three different contexts namely, the Maldives, Palestine, and Kyrgyzstan, using a mixed-method approach. A scenario-based, Teaching English as a Second Language Test of Shame and Guilt Affect (TESL-TOSGA) was developed to measure ESL teachers' susceptibility to shame and guilt within the school context, as well as to assess their detachment in teaching. The findings revealed guilt as the predominant emotion experienced by ESL teachers, followed by detachment and shame. However, the extent of these emotions varied across the countries. Semi-structured interviews were conducted to investigate how these emotions influenced teachers' efforts in teaching. It was discovered that teachers' experiences of perceived shame and guilt both positively and negatively impacted their professional identities in terms of self-perception and self-oriented perfectionism. Additionally, it was found that these emotions prompt teachers to incorporate various strategies to enable shame-and-guilt-free environments for not only the students but themselves as well. Moreover, our data shed light on the diverse forms of socially prescribed perfectionism towards ESL teachers across the three countries, emphasizing the influence of culture on ESL teachers' emotional experiences and transformations. The implications of the findings could significantly contribute to discussions surrounding ESL teaching.

ECLL2024 Pre-Recorded Virtual Presentations

Approaches

80782 | *Extensive Reading vs. Blended Intensive and Extensive Reading for EFL Students at Korean Science and Engineering Universities*
Eun Gyong (E.G.) Kim, Korea Advanced Institute of Science and Technology, South Korea
Soo-Ok Kweon, Pohang University of Science and Technology, South Korea

Studies have investigated the effectiveness of extensive reading (ER) for university students (Anindita, 2020; Park, 2016). There are also studies on the effectiveness of blended intensive reading (IR) and ER for university students (Al-Homoud & Schmitt, 2009; Mart, 2015). However, few studies have done on the efficacy of ER and that of blended reading for science and engineering (SE) university students. This study examines the cases of two Korean SE universities, where at University A, students were taught reading through English novel reading (ER), while at University B, students were taught by reading passages from an EFL textbook and solving related problems and exercises (IR) alongside a homework assignment of reading an English novel (ER). In total, 83 students participated in the study, which lasted a semester of 16 weeks. Both groups were given the same pretest and posttest, and a questionnaire survey was conducted to examine their opinions on different reading approaches. For data analysis, descriptive statistics, the Likert scale, and sentiment analysis were utilized. Results show that students at University B, with the blended approach, attained a higher increase in the scores between the pretest and posttest than those at University A. Moreover, University B students showed more positive attitudes toward both IR and ER than their counterpart at University A. The blended approach appears more effective in developing students' reading ability than ER only. The presentation will offer an opportunity to share challenges in developing effective reading approaches for SE students and university students in general.

Assessment

81427 | *Exploring the Impact of ChatGPT in Advanced Reading and Writing: A Case Study in a Tertiary Institution in Hong Kong*
Adam Forrester, The Hong Kong Polytechnic University, Hong Kong

This presentation investigates the effects of integrating ChatGPT into the curriculum of an Advanced Reading and Writing course at a tertiary institution in Hong Kong. The study focused on around 400 learners and aimed to analyze the impact of using ChatGPT on students' writing proficiency. The research compared the results of two assessments: the first being a closed book in-class writing task, and the second being an out-of-class writing task that allowed the use of external tools, including ChatGPT with acknowledgement. Despite the second assessment having more challenging rubrics, the overall grades showed a not unexpected significant improvement. The study utilized a mixed-methods approach, incorporating both quantitative and qualitative data analysis. The quantitative analysis involved a grade analysis of the two assessments, while the qualitative analysis involved interviewing students about their perceptions and experiences with ChatGPT. Findings revealed that students' writing abilities were enhanced when using ChatGPT as an external tool. The integration of ChatGPT provided students with a valuable resource to generate ideas, receive immediate feedback, and enhance their overall writing skills. Students reported that ChatGPT helped them overcome writer's block, improved their vocabulary and grammar usage, and allowed them to explore more sophisticated structures and expressions. The results of this study have significant implications for language educators, highlighting the potential benefits of incorporating advanced language models like ChatGPT into language instruction. The findings suggest that the use of such tools can positively impact students' writing proficiency, even when faced with more challenging assessment criteria.

Culture and Language

79896 | *The Impact of Arabic Diglossia on Social Emotional Learning*
Abeer Asli-Badarneh, The Arab Academic College of Education-Haifa, Israel

This study examined the impact of Arabic diglossia on children's emotional intelligence, emotional force, and expressing emotions among children. The participants were 250 Israelis who spoke Palestinian Arabic from fifth and seventh grades. Children were examined for their Trait EI performance, emotional intensity scale, and expressing feelings of episodes in SpA (Spoken Arabic) and StA (Standard Arabic). Findings revealed an advantage in Trait Emotional Intelligence in SpA compared to StA across ages. The results showed that SpA phrases were perceived as more charged emotionally than in StA. As to the grade level, no difference was observed between ages. Finally, the results indicated that children produced many more SpA items than StA for expressing their feelings. The findings highlight the importance of the diglossic Arabic language form to social-emotional skills, primarily based on SpA, a language form in which they can express themselves easily and might have particular emotional connotations. The theoretical and pedagogical implications of these results were discussed in the context of diglossia and social-emotional skills.

81653 | *Code-mixing in Social Media Discourse in Latvia*
Margarita Dumeša, University of Latvia, Latvia

The use of social media platforms to communicate has increased in recent years. The users of digital social networks form discourse communities which adopt the values, goals, and communication habits of each other. As a large part of Latvian society is multilingual, individuals with different mother tongues interact daily. Since social media reflects society, code-mixing, i.e., the use of two or more languages in communication, is often observed there. The aim of the study is to conduct an in-depth investigation of code-mixing in social media discourse in Latvia. The object of the study is Tik-Tok videos with instances of English code-mixing in the discourse of Latvian-speaking Tik-Tok users. The research consists of an overview of the sociolinguistic situation in Latvia, description of the contacts between English and Latvian in Latvia in the 21st century, as well as a corpus for the purpose of investigating the features of code-mixing discourse in selected posts and language choice in the context of multilingualism. The methods of this research include analysis of theoretical sources, discourse analysis, statistical analysis, corpus-driven analysis. The corpus consists of 30 Tik-Tok videos, with the following metadata extracted for analysis: length of the videos, gender, and age of speakers. The English lexis is marked manually, then to be placed in a concordance tool to find out the frequency of English lexis present. Each video is investigated separately and as part of the corpus as a whole. The types of code-mixing found in the corpus are intra-sentential, inter-sentential code-mixing and tag-switching.

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81943 | *Effects of Critical Thinking Strategy Training on Reading Comprehension and Self-Efficacy of Vietnamese EFL Learners*
Huu Phat Nguyen, Tra Vinh University, Vietnam

The study aims to help EFL students improve their reading comprehension and raise their self-efficacy in learning to read in the EFL context at a public university in the Mekong Delta. Therefore, the present study investigates how training in critical thinking strategies supports EFL student readers' reading comprehension, improving the quality of readings and the relationship between reading comprehension and self-efficacy. Participants included 54 second-year Vietnamese EFL students majoring in English Studies. Four types of critical thinking strategies in training, including identifying a causal chain, making inferences, identifying advantages and disadvantages, and using a Venn diagram, were examined on two variables of reading comprehension and self-efficacy. A pretest-posttest design with four types of critical thinking strategies was tested on two experimental groups in an 8-week course. The results of the tests indicated that both groups enhanced reading comprehension through critical thinking strategy training using four types of critical reading strategies. Data from the questionnaires also revealed that EFL student readers had higher reading self-efficacy after the intervention. The findings of the present study offer a more insightful view of critical thinking strategies that can stimulate EFL student readers to learn to read. Furthermore, the contribution of the research might serve language educators as a literature reference for designing teaching and learning reading activities in class effectively for their students.

83154 | *Teaching Persuasive Writing for Arabic-Speaking Students*
Sarah Eid, Al Maaref University, Lebanon

Studies reveal that English-speaking countries are facing problems in teaching the country's language to emigrants coming from different cultural backgrounds. These problems get worse in non-English speaking countries for students are not exposed to this language in their daily life. This issue has become ubiquitous notably in the Arab world, turning into hate in some college students who do not realize that their weakness in English is due to the lack of or wrong exposure to this language in childhood and early adolescence. Teaching writing is the most difficult skill that instructors face in classrooms for different reasons including the demotivation of students, Arabic-influenced sentence structure, and general knowledge. There have been many theories revolving around teaching writing; but instructors struggle to make students write with logic flow, and students strive to satisfy instructors who deduct grades from the supporting details part without a precise clarification for pupils. It is worth noting that students are aware of the various parts of a paragraph without having the ability to apply them. Low grades, in turn, demotivate students and push them to surrender. Therefore, there should be precise criteria of assessment along with clear guidelines that enable students to write functionally. This paper displays practical techniques that might enable Arab instructors to root the concept of persuasion, and Arab students to write a persuasive body paragraph. The strategies would help instructors orient and regulate student's way of thinking and sentence structure, respectively. Moreover, it suggests a rubric to assess a persuasive paragraph.

Educational Technologies
80768 | *The Effectiveness of Self-Paced Online Language Courses With Gamification Elements in the University Setting*
Hon Fong Poon, The University of Hong Kong, Hong Kong

Self-paced learning is a crucial approach for fostering students' intrinsic motivation to delve deep into understanding a given subject. However, motivating students to learn through self-access online courses outside the classroom is not an easy task. This study aims to investigate the effectiveness of two self-paced online language courses offered to all undergraduate students at the University of Hong Kong. The first course is designed to equip students with the necessary skills and knowledge to create effective digital CVs and write compelling cover letters. The second course offers an engaging approach to teach students Chinese idioms, fostering their language proficiency and cultural understanding. The online courses are designed using open edX as the learning platform and students enroll the courses voluntarily. Both courses incorporate a variety of materials and online exercises to enhance the learning experience. Notably, gamification elements are strategically integrated into several exercises to enhance students' engagement and motivation. Qualitative and quantitative feedback are collected through surveys and interviews to gather learners' experiences and perceptions of the gamified self-paced online courses. The response to both online courses has been overwhelmingly positive, with over 200 student enrollments in each course after the launch of the courses for four months. The findings of this study contribute to the growing body of research on effective online language learning methodologies and provide insights for future course design, particularly regarding gamification in the design and implementation of self-paced online courses.

81547 | *Exploring Augmented Reality Instruction in the English Language Classroom*
Angeliki Voreopoulou, 15th Primary School Evosmos, Greece
Antigoni Parmaxi, Cyprus University of Technology, Cyprus

The ever-evolving world of technology has penetrated many aspects of our lives including the way of teaching foreign languages. Learners are not easily sufficed with traditional classroom practices and there is an ongoing demand for reconstruction and enrichment of current curricula and teaching approaches. Augmented Reality (AR) is one of these technologies that has the potential to bridge virtual and real worlds while offering authentic language experiences and making learning more engaging and interactive. This paper is a report of the design of an educational intervention aiming at providing primary-level students with a rich learning experience that stimulates a real-life encounter for using English language. The intervention takes the form of an AR-guided tour of a famous European country during which an AR 3D model presents different aspects of the country and encourages learners to interact both with the AR application as well as with their peers. In the first part there is an overview of related work employing AR affordances in the EFL context and in the second part there is a detailed description of the actual intervention along with guidelines on how educators can use it in their classrooms and some further expansion ideas. The AR assets that enrich the game along with their added educational value and the limitations of the intervention are also explored.

ECLL2024 Pre-Recorded Virtual Presentations

Learning Environments

78523 | *Visuals to Support Vocabulary Development*
Jill Tussey, Buena Vista University, United States
Michelle Metzger, Buena Vista University, United States
Jessy Bibler, Buena Vista University, United States
Leslie Haas, Xavier University of Louisiana, United States

Visuals in the classroom can provide support for students as they learn new vocabulary and concepts. Since vocabulary is an important component of learning for students in all academic areas, educators need to ensure that they are providing support for students. The use of visuals to teach and master vocabulary terms in various school settings has many benefits. Often visuals provide students with opportunities to review key terms and concepts independently. Educators can display posters or cards around the room for students to utilize. However, visuals can be created on smaller scales for students to keep at their desks or in folders. Physical objects can be brought into the classroom settings to help students make connections with terms. Online resources and videos also provide more real-life experiences and connections for students in regards to vocabulary terms. With decades of experiences in the classroom setting, the presenters will share examples, ideas, and resources about how to incorporate visuals into the learning environment. Additionally, presentations will provide suggestions for how to engage families in supporting vocabulary growth at home. Specifically literacy, math, and physical educators can benefit from the content of this presentation. While the main focus is on elementary classrooms, higher education instructors can benefit from this presentation and embed the content into their own courses.

Plurilingualism - Bilingualism

79816 | *Beliefs of Multilingual Students Regarding a Multilingual Approach Used to Enhance Comprehension of the Academic Language*
Alaitz Santos Berrondo, University of the Basque Country, Spain
Elizabet Arocena, University of the Basque Country, Spain

In multilingual contexts, a more multilingual focus is starting to be implemented in both language and content subjects' classrooms because it is being seen as a resource among researchers and educators (Cenoz & Gorter, 2017; Cenoz & Santos, 2020). However, instruction about multilingual pedagogies is fundamental for teachers to embrace the shift from a monolingual to a multilingual focus on language education (Gorter & Arocena, 2020). Students' beliefs have hardly been studied but in a study carried out with secondary school students in Norway, Haukås et al. (2022) concluded that those students felt that their language awareness helped them learn languages more effectively. The objective of this paper is to analyze the students' beliefs regarding a multilingual approach in education and its potential benefits. This study was carried out in four secondary schools of the Basque Country where students both in the control group and in the experimental group were asked to fill in a questionnaire on beliefs about multilingual education before and after the latter group took part in an intervention aimed at overcoming comprehension difficulties they may have with academic language. The results show that beliefs are difficult to change and that using a multilingual approach is not enough for students to see the benefits it may yield.

Psychology of the Learner

82290 | *Future Engineers' Anxiety: A Comparison Between English as a Foreign Language and Mathematics*
Thamer Cherni, ESPRIT School of Engineering, Tunisia
Badreddine Cherni, King AbdulAziz University, Saudi Arabia

This paper examines the anxiety levels among first-year future engineering students at ESPRIT School of Engineering, specifically focusing on the disparities between anxiety in English as a Foreign Language (EFL) and Mathematics. The study employs a quantitative research approach, utilizing two adapted versions of the Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz, et al. (1986) and the original Validation of the Math Anxiety Scale utilizing the Rasch Measurement Model, as formulated by Ölmez & Ölmez in (2018) to collect data from a sample of 184 future engineering students. Analysis of the collected data reveals significant differences in anxiety levels between EFL and Mathematics among these students. Furthermore, the study explores potential factors contributing to these discrepancies and offers insights into implications for educational practices and interventions aimed at alleviating anxiety in both subject areas. This research contributes to the understanding of anxiety dynamics among future engineers, highlighting the importance of addressing subject-specific anxieties to enhance academic performance and well-being.

Built Environment

82562 | *An Investigation into the Health Workers' Perceptions on the Adoption of Chatbots in Medical Treatment: Case of Bulawayo Hospital*
Sibusisiwe Dube, National University of Science and Technology, Zimbabwe
Sithabile Sibanda, National University of Science and Technology, Zimbabwe
Belinda Ndlovu, National University of Science and Technology, Zimbabwe

The use of chatbots in medical treatment has shown great potential and benefits as many hospitals around the world have incorporated this technology into their patient care strategies. There is however, limited literature and knowledge on the health care workers' perceptions regarding the integration of chatbots in the patients' disease diagnosis and medical care particularly in the developing countries' hospitals. There is therefore an urgent need to understand health care workers' perceptions relating to using chatbots in medical care of a unique context of a developing country. Guided by the Unified Theory of Acceptance and Use of Technology {UTAUT} the study therefore investigates health care workers' perceptions on the adoption of chatbots for medical care. Using qualitative data collected from a single hospital case in Bulawayo, Zimbabwe, a developing country in Southern Africa, this research show that the chatbots' potential in medical care is influenced by performance expectancy, effort expectancy, social influence, facilitating conditions, gender, age, experience and voluntariness of use. These findings extend the body of knowledge through the rich knowledge and insightful understanding of health care workers perceptions about chatbots in medical care. These are essential findings that benefit the policy makers and hospital key stakeholders who must make informed decisions regarding the integration of innovative technologies to a critical context of medical care. The future of such innovations as chatbots depends on the full knowledge of the perceptions and expectations of health care workers to enable the hospitals to realize the returns from such and similar innovations.

83109 | *Factors Associated with Intended Utilization of Home-Based Long-Term Care Among Older Adults in China: The Moderating Effect of Community Support*
Run-ping Che, The Chinese University of Hong Kong, Hong Kong
Mei-chun Cheung, The Chinese University of Hong Kong, Hong Kong

Objectives: The older population's rapid growth and a growing preference for aging in place have resulted in a global focus on using home-based long-term care (LTC) to meet the increased demand for older adults' care. This study examines the factors associated with the intended utilization of home-based LTC among older adults. Methods: Using a sample of 1,064 older adults 65 years and older in China, this study is based on Andersen's behavioral model (i.e., predisposing, enabling, and need factors) and the moderating effects of community support on the relationship between these factors and the intended use of home-based LTC. Results: Results showed that being old and currently unmarried were significantly associated with an increased intention to use home LTC. Living alone, having fewer children, and receiving less family and peer support were all found to be significant predictors of increased intention to use home-based LTC. Furthermore, all need factors examined in this study, including having more chronic diseases, decreased performance in instrumental activities of daily living, higher levels of depression, anxiety, loneliness, and a lower sense of self-image, showed significant associations with increased intention to use home-based LTC. Discussion: Perceived community support boosted the effects of family support, peer support, and self-image on the intention to use home-based LTC. Meanwhile, community support mitigated the effects of depression and loneliness on older adults' intentions to use home-based LTC. Policymakers and practitioners should consider the implications of developing tailored services for older adults and strengthening community resources.

Lifespan Health Promotion

79800 | *Research on the Design of Mental Health Service for the Elderly Based on Smart Home Environment*
Qi Chen, Guangzhou Academy of Fine Arts, China
Nan Sheng, Guangzhou Academy of Fine Arts; Lancaster University, China

In the context of rapid global ageing, more than 14% of the elderly suffer from mental health problems such as depression and anxiety, which directly affect their physical health and quality of life. To detect and deal with these problems promptly, we propose that the rapid development of smart home-based technologies provides cutting-edge opportunities for improving the health of the elderly. Our design aims to meet the needs of the elderly for smart and healthy elderly care. By comprehensively understanding the prevalence of geriatric diseases in a smart home environment, we use non-contact sensing technology to collect real-time mental state data of elderly users and use machine learning for prediction and evaluation. We have established a dynamic monitoring mechanism for the mental health of the elderly centred on elderly users. The system not only provides real-time mental health monitoring and professional psychological guidance, depression prevention and management, remote consultation and safety monitoring and other comprehensive services for elderly users, but also effectively reduces the cost of traditional psychological services and solves the problem of medical resources and solves the problems of shortage and inequality of medical resources.
By proposing this service design plan, we hope to improve the mental health problems of the elderly, thereby optimizing the quality of life of the elderly so that they can enjoy their later years healthier and happier.

EGen2024 Pre-Recorded Virtual Presentations

80834 | *Co-designing and Piloting a Community Paramedic-Driven Food Insecurity Screening and Assessment Tool for High-Risk Older Adults*
Krystal Kehoe MacLeod, University of Ottawa, Canada
Tracey Izzard, West Carleton Family Health Team, Canada
Kyle Sitka, West Carleton Family Health Team, Canada
Kimberley Hewton, West Carleton Family Health Team, Canada
Barry Bruce, West Carleton Family Health Team, Canada
Sarisha Philip, Bruyere Research Institute, Canada

Food insecurity, defined as unreliable access to adequate food, is associated with poor diet quality and chronic diseases in aging individuals. This study co-designed, pilot tested, and evaluated a food insecurity screening and assessment tool for older adult patients in partnership with a community paramedicine program embedded into a rural family medicine practice in Ottawa, Canada. We conducted 13 semi-structured interviews with staff from a Family Health Team to understand their different approaches to informally assessing food insecurity. The data were analyzed using reflexive thematic analysis. We conducted an interactive workshop with the community paramedics to co-design a food insecurity screening and assessment tool. This tool is being pilot-tested and evaluated for a 6-month period ending in March 2024. Positive screenings lead to an assessment of food intake, meal preparation capabilities, and access to support. Results from the food insecurity assessment tool evaluation revealed that screening creates opportunities for meaningful conversations with patients regarding food access. Of the 60 older patients screened, about half showed signs of cognitive impairment and depended on caregivers for food provision. Additionally, about 20% of these patients were previously or currently reliant on food assistance services. Our tool is a first step to help systematically identify food-insecure older adults and enhance our understanding of the root causes of their food insecurity. Future steps include piloting the tool in other community paramedic services and adapting it for use by physicians, dietitians, and nurse practitioners in clinical environments.

80951 | *The Role of Regulation in the Assisted Living Sector in Canada and Impacts on Integrated Care*
Krystal Kehoe MacLeod, University of Ottawa, Canada
Eunice Hammond, Bruyere Research Institute, Canada
Peter Tanuseputro, Bruyere Research Institute, Canada

The Canadian assisted living (AL) sector supports older adults' continued independence while offering services like meal preparation, housekeeping, recreation, and nursing and personal care. However, regulation of the sector is fragmented, affecting enforcement of legislation and care standards. This project compares regulatory approaches in two Canadian provinces, British Columbia and Ontario, to understand their impacts on care planning and integration. We began with a content analysis of AL legislation, regulation, and associated policies in Ontario and British Columbia (n=8) to compare regulatory models. Next, we will conduct 12 policymaker interviews to understand the rationale for selecting each model and implications for care. Data analysis will be guided by the indicators outlined in the Organisation for Economic Co-operation and Development's Framework for Regulatory Policy Evaluation. Finally, stakeholders will be engaged in deliberative dialogue to draft policy options. Despite some overlap in services and target population, the two regulatory models conceptualized "care" differently. Regulations in British Columbia emphasized resident independence and framed AL as a form of supportive housing with little "care" provided. However, Ontario's regulations focused on the medicalized care provided in AL homes, specifically, the care provided by regulated healthcare professionals. Overall, the regulations in both provinces are unclear about integrating care in assisted living with publicly funded health care services. The findings from this study will provide a better understanding of what types of services and care providers can be regulated most effectively in the assisted living sector to help ensure care quality and integration.

82085 | *The Effect of Virtual Zen Garden on Quality of Life and Affect of Residents in Long-Term Care Home*
Ivo Yuen, The Chinese University of Hong Kong, Hong Kong
Timothy Kwok, the Chinese University of Hong Kong, Hong Kong

Background: Increasing attention has been paid to the therapeutic effect of garden in long-term care home. However, problems on set up and reliability of implementation were still of concern in studies. Virtual Zen garden is an innovative intervention that transfers the beneficial effect of garden into long-term care home. Objectives: To examine the effect of virtual Zen garden on quality of life and affect of long-term care home residents in Hong Kong Methods: A single blinded randomized controlled trial with repeated measure and convergent mixed methods design was adopted. Participants were randomly allocated to received virtual Zen garden intervention(IG) or activity control(CG). Each participant received bi-weekly session for 3 months. Quality of life and affect before(T0), after(T1) and 3-month post-intervention(T2) were measured. Semi-structured interview were conducted to explore the experience of participants in virtual Zen garden. Results: Significant interaction effect in quality of life ($F = 17.806$, $p < 0.001$), depression ($F = 12.684$, $p < 0.001$), anxiety ($F = 15.909$, $p < 0.001$), pain ($F = 10.640$, $p < 0.001$) and neuropsychiatric symptoms ($F = 20.795$, $p < 0.001$). Significant differences in post hoc analysis were only found in IG instead of CG. The improvement in quality of life and affect in IG sustained for 3 months after intervention. Four themes were drawn from thematic analysis, including influence of virtual Zen garden on (1) physical health; (2) psychological health; (3) social relationship; and (4) environment.

EGen2024 Pre-Recorded Virtual Presentations

82489 | *Prevalence and Factors Associated with Depression and Depressive Symptoms Among Chinese Older Persons: An Integrative Review*
Yue Wu, University College Cork, Ireland
Nicola Cornally, University College Cork, Ireland
Teresa Wills, University College Cork, Ireland
Aine O'Donovan, Univeristy College Cork, Ireland
Caroline Kilty, University College Cork, Ireland
Anqi Li, The First Affiliated Hospital of Nanjing Medical University, China

China is the country with the largest population of older persons. Depression stands out as the most common mental health issue among older adults, a trend expected to increase as societies continue to age. With the global increase in depression and depressive symptoms among this demographic, the resulting disease burden poses a significant challenge for Chinese health and social care systems. To synthesize the empirical literature on the prevalence factors of depression and depressive symptoms in Chinese older adults, an integrative literature review was conducted informed by the guidelines of Whittemore and Knafl. The literature search encompassed EMBASE, SCOPUS, CINAHL, Web of Science, PubMed, PsycINFO, SocINDEX, China National Knowledge Infrastructure Database, and Wanfang Database. Sixty-five studies were included in this review, 29 in English and 36 in Chinese. This review summarized the prevalence of depression or depressive symptoms in Chinese older adults as 3.78% - 84.3%. According to the analysis based on the biopsychosocial theoretical framework, the associated factors involved in the included studies were: biological factors—physical health, disability, drug effects, gender; psychological factors—self-esteem, coping skills, trauma, emotions, beliefs, hobbies; social factors—family relationships, peers, family circumstances, school, residential area, social support, social structure. Future research should emphasize relevant characteristics of older adults for timely identification of depressed populations and the development of interventions.

Loneliness
78843 | *Familycare: Insights to Evaluation Results of a Mobile Dementia Coaching for Informal Caregivers*
Christine Pichler, Carinthia University of Applied Sciences, Austria

Familycare is an evaluation-project of the mobile dementia coaching, which is offered by a social organization in Carinthia, Austria. The aim of the program is to relieve the burden on family caregivers of people with dementia, to educate them through knowledge transfer and to prevent health risk factors. The research design of the evaluation is based on a mixed-methods approach: descriptive-quantitative questionnaires and qualitative interviews were conducted with the target group. This conference paper presents the research design and the evaluation results. The research results show, that half of the people surveyed feel very or extremely burdened by caring. This is accompanied by a lack of information about the clinical picture of dementia and possible support services. The use of the coaching shows that almost 95% of the people surveyed stated that they found the service helpful or very helpful. Just as many people would recommend the service to others. The results also show that the coaching enables family caregivers to better understand the clinical picture of dementia and to better take on their own role as informal caregivers. It is possible to turn to the coaching team with questions, which on the one hand provides security and on the other hand gives the feeling that caregiving relatives are not alone, as the data shows. Self-care and setting boundaries are further things that family caregivers were able to learn through this coaching. The evaluation results thus confirm positive effects, which include reducing loneliness and promoting recognition for informal caregivers.

Public Policy
80074 | *Nursing Depersonalization: Impact and Strategies in Long Term Care Settings*
Sandra Collins, Southern Illinois University Carbondale, United States
Kevin Collins, Southern Illinois University Carbondale, United States

Recognized as the foundation of the healthcare profession, nurses play a pivotal role in delivering the largest percentage of long-term care services in the United States. Studies suggest that those in the nursing profession are predisposed to burnout given the high-stress nature of their work and their work environment, which could significantly impact their ability to provide quality patient care, including those in long-term care settings. As one predictor of burnout, researchers studied the self-reported level of depersonalization of nurses and factors that might be potentially associated. Using the Maslach Burnout Inventory-Human Services Survey for Medical Personnel, the perception of nurses was gauged regarding their feelings towards patients in the initial phases of COVID-19. Findings revealed that nurses aged 54 years and younger reported higher rates of depersonalization. Although, on the whole, nurses in different levels and across varying specialties reported moderate levels of depersonalization, they seemingly maintained concern and empathy for their patients. Existing literature supports the ongoing need for additional research and evidence-based interventions to address symptoms of burnout, such as depersonalization, among nurses. Key strategies include the implementation of flexible work schedules and promoting stress relief and stress management programs.

Notes

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Notes

IAFOR Upcoming Events 2024-2025

Kyoto

October 15-19, 2024

The 15th Asian Conference on Media, Communication & Film (MediAsia2024)
The 5th Kyoto Conference on Arts, Media & Culture (KAMC2024)

Incheon

October 28-November 01, 2024

The Korean Conference on Education (KCE2024)
The Korean Conference on Arts & Humanities (KCAH2024)

Barcelona

November 12-16, 2024

The 5th Barcelona Conference on Education (BCE2024)
The 5th Barcelona Conference on Arts, Media & Culture (BAMC2024)

Tokyo

November 25-29, 2024

The 16th Asian Conference on Education (ACE2024)

Honolulu

January 03-07, 2025

The 10th IAFOR International Conference on Education in Hawaii (IICE2025)
The 5th IAFOR International Conference on Arts & Humanities in Hawaii (IICAH2025)

Kuala Lumpur

February 21-25, 2025

The 5th Southeast Asian Conference on Education (SEACE2025)

Tokyo

March 24-29, 2025

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

Tokyo

May 12-16, 2025

The Asian Conference on Cultural Studies (ACCS2025)
The Asian Conference on Arts & Humanities (ACAH2025)
The Asian Conference on the Social Sciences (ACSS2025)

Paris

June 10-14, 2025

The Paris Conference on Education (PCE2025)
The Paris Conference on Arts & Humanities (PCAH2025)

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