2022

2022

London, UK and Online
July 14–17, 2022

ECE/ECLL

The 10th European Conference on Education
The 10th European Conference on Language Learning

CONFERENCE GUIDE

IAFOR Global Partners

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

Letter of Welcome

Dear Friends and Colleagues,

Welcome to London! Welcome to the Conference!

It gives me great pleasure to return to London, and to be able to again welcome people from many different countries, after the disruption of the global coronavirus pandemic.

This European conference series is held in the heart of London, and in University of London facilities around the Bloomsbury area, in UCL, Birkbeck, and SOAS. This area is extraordinarily intellectually rich, and we are happy to be able to weave our conferences into the cultural fabric of the city. An IAFOR conference is contextualised and informed by its physical location, taking into account local specific cultural and national issues, but brings these to a global audience, which in turn brings its own comparative and contrastive perspective, with location, framing great discussions and debates. In this way, an IAFOR conference is a unique two way bridge between the local and the global.

In the wake of the pandemic, and in an atmosphere of growing international tensions, it has never been more important for politically independent organisations such as IAFOR to continue to offer spaces and places for open, rigorous and challenging dialogue. The global pandemic has forced the introduction of technologies that has created extraordinary opportunities for a widening of inclusion, but it has also created and/or exacerbated divisions between those who do and don't have access to technology, as well as to issues around how those spaces are surveilled and controlled. Some scholars have never been more free to engage and collaborate with colleagues and friends, but others have never been more cut off, and more at risk. These current challenges and opportunities will be omnipresent in our discussions over the time we have together, and lie at the heart of our mission, to promote international exchange, facilitate heightened intercultural awareness and encourage interdisciplinary discussion, so as to nurture collaborations in the global public interest.

As we return to face to face teaching and conferences, and in the face of global uncertainties, we have an extraordinary common project of innovating, reimagining and reinvigorating our global academic community within our home institutions, and within IAFOR itself. As a part of our new and improved membership programme, members can now register to attend and participate in all of our global conferences online, included in the cost of their annual membership. Any given conference can engage with innovative technologies to make their event better, but what makes IAFOR unique is that we have conferences in different locations around the world, and throughout the year. We want conference attendees not only to see the conference as a one off event, but encourage them to become members so they can become part of an ongoing and evolving participatory programme. Members are encouraged to join other conferences in different parts of the world, in their field, and in those in which they have an interest. This will offer members unparalleled continuing opportunities for professional and academic development, and breathe new life into this International Academic Forum. So if you are already a member then please spread the word, and if you are not, then please join us!

It remains for me to thank the conference organising committee for their work in putting together such a great programme. I would also like to thank the keynote and plenary speakers, as well as each and every one of the presenters and audience, joining us in London, or online from more than a hundred countries around the world. This hybrid conference will contain both onsite and online components, and I encourage your active participation in all parts of the event.

I look forward to meeting you all!

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

ECE/ECLL2022 Organising Committee

Kwame Akyeampong
University of Sussex, United Kingdom

Anne Boddington
Kingston University, United Kingdom

Steve Cornwell (1956-2022)
IAFOR & Osaka Jogakuin University, Japan

Jean-Marc Dewaele
Birkbeck, University of London, United Kingdom

Joseph Haldane
IAFOR, Japan

Jo Van Herwegen
UCL, United Kingdom

Tamsin Hinton-Smith
University of Sussex, United Kingdom

Christian Klinke
UCL Institute of Education, UK & IAFOR Research Centre, Osaka University, Japan

Barbara Lockee
Virginia Tech, United States

Become an IAFOR Member

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

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

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

To learn more about IAFOR membership, please visit:

www.iafor.org/membership

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

08:30-08:45   **Conference Opening Address**
Joseph Haldane, IAFOR, Japan

08:45-09:35   **Live-stream Presentation Session 1**
Room A   Foreign Languages Education & Applied Linguistics
Room F   International Education

09:35-09:45   Break

09:45-11:25   **Live-stream Presentation Session 2**
Room A   Applied Linguistics Research
Room B   Foreign Languages Education & Applied Linguistics
Room C   Teaching Experiences, Pedagogy, Practice & Praxis
Room D   Educational Policy, Leadership, Management & Administration
Room E   Education & Psychology
Room F   Professional Training, Development & Concerns in Education

11:25-11:35   Break

11:35-13:15   **Live-stream Presentation Session 3**
Room A   Culture and Language
Room B   Higher Education
Room C   Higher Education
Room D   Educational Research, Development & Publishing
Room E   Higher Education
Room F   Social Justice, Development & Political Movements

13:15-13:25   Break

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

13:25-14:15   **Live-stream Presentation Session 4**
Room A   Learning Environments
Room B   Psychology of the Learner
Room C   Foreign Languages Education & Applied Linguistics
Room D   Learning Experiences, Student Learning & Learner Diversity
Room E   Curriculum Design & Development
Room F   Teaching Experiences, Pedagogy, Practice & Praxis

14:15-14:25   Break

14:25-15:40   **Live-stream Presentation Session 5**
Room A   Plurilingualism - Bilingualism
Room B   Professional Development (until 16:05)
Room C   Educational Technologies & Assessment
Room D   Higher Education
Room E   Design, Implementation & Assessment of Innovative Technologies in Education
Room F   Learning Experiences, Student Learning & Learner Diversity

SCAN ME

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

Location: SOAS, University of London: Brunei Gallery Lecture Theatre

09:30-10:00   Conference Registration

10:00-10:10   Announcements

10:10-10:25   **Welcome Address & Recognition of IAFOR Scholarship Winners**
                   Joseph Haldane, IAFOR, Japan

10:25-11:10   **Keynote Presentation | SOAS Brunei Gallery Lecture Theatre**
                   The Challenges of Funding Social Infrastructure Post-COVID:
                   Sustainable Approaches to Health, Education and Social Care
                   D'Maris Coffman, The Bartlett School of Sustainable Construction, UK

11:10-11:40   Coffee Break

11:40-12:25   **Keynote Presentation | SOAS Brunei Gallery Lecture Theatre**
                   Transdisciplinarity in Education
                   Nick Tyler, University College London, United Kingdom

12:25-13:25   Lunch Break

13:25-14:10   **Keynote Presentation | SOAS Brunei Gallery Lecture Theatre**
                   Building Capacity through Socially Responsible, Community-
                   engaged Higher Education
                   Birgit Phillips, University of Applied Sciences FH Burgenland, Austria

14:10-14:20   Break

Friday at a Glance (Cont'd)

14:20-15:05	**Keynote Presentation | SOAS Brunei Gallery Lecture Theatre** *Fighting Deficit Views of English Foreign Language Learners and Users* Jean-Marc Dewaele, Birkbeck, University of London, UK
15:05-15:15	Break
15:15-15:25	Conference Photograph
15:25-16:25	**Conference Poster Session & Welcome Reception | SOAS BG01/BG02**

SCAN ME

July 16 | All times are British Summer Time (UTC+1)
Saturday at a Glance

Location: University College London Torrington Place Training Centre

09:00-09:25	Conference Registration

09:25-11:05   **On-site Parallel Session 1**
Room B08   Mind, Brain & Psychology
Room B09   Teaching Experiences, Pedagogy, Practice & Praxis
Room G08   Counselling, Guidance & Adjustment in Education
Room G09   Educational Policy, Leadership, Management & Administration
Room G10   Educational Policy, Leadership, Management & Administration
Room G12   Psychology of the Learner
Room G20   Higher Education

11:05-11:20   Coffee Break

11:20-12:35   **On-site Parallel Session 2**
Room B08   Learning Experiences, Student Learning & Learner Diversity
Room B09   Teaching Experiences, Pedagogy, Practice & Praxis
Room G08   Curriculum Design & Development
Room G09   Social Justice, Development & Political Movements
Room G10   Educational Research, Development & Publishing
Room G12   Professional Development
Room G20   Applied Linguistics Research

12:35-13:35   Lunch Break

SCAN ME

Saturday at a Glance (Cont'd)

Location: University College London Torrington Place Training Centre

13:35-14:50	**On-site Parallel Session 3**
Room B08	Assessment Theories & Methodologies
Room B09	Teaching Experiences, Pedagogy, Practice & Praxis
Room G08	Design, Implementation & Assessment of Innovative Technologies in Education
Room G09	Social Justice, Development & Political Movements
Room G10	Higher Education
Room G12	Approaches
Room G20	International Education (Panel)
14:50-15:05	Coffee Break
15:05-16:45	**On-site Parallel Session 4**
Room B08	Nurturing Creativity & Innovation: New, Innovative & Radical Education
Room B09	Learning Experiences, Student Learning & Learner Diversity
Room G08	Primary & Secondary Education
Room G09	Design, Implementation & Assessment of Innovative Technologies in Education
Room G10	Foreign Languages Education & Applied Linguistics
Room G12	Plurilingualism - Bilingualism
Room G20	Higher Education
17:45-20:00	**Conference Dinner (Optional Extra – Ticketed Event)**
	Meet at 17:15 in the Ground Floor Foyer of the UCL Torrington Place Training Centre

July 17 | All times are British Summer Time (UTC+1)
Sunday at a Glance

Location: University College London Torrington Place Training Centre

09:00-09:35   Conference Registration

09:35-11:15   **On-site Parallel Session 1**
Room B08   Nurturing Creativity & Innovation: New, Innovative & Radical Education
Room B09   Learning Experiences, Student Learning & Learner Diversity
Room G08   Professional Training, Development & Concerns in Education
Room G09   Educational Research, Development & Publishing
Room G10   Gifted Education, Special Education, Learning Difficulties & Disability
Room G12   Language Teaching Approaches

11:15-11:30   Coffee Break

11:30-12:45   **On-site Parallel Session 2**
Room B08   Mind, Brain & Psychology
Room B09   International Communication
Room G08   Professional Training, Development & Concerns in Education
Room G09   Teaching Experiences, Pedagogy, Practice & Praxis
Room G10   Higher Education
Room G12   Culture & Language

12:45-13:45   Lunch Break

SCAN ME

Sunday at a Glance (Cont'd)

Location: University College London Torrington Place Training Centre

13:45-14:35	**On-site Parallel Session 3**
Room B08	Design, Implementation & Assessment of Innovative Technologies in Education (Workshop)
Room B09	Gifted Education, Special Education, Learning Difficulties & Disability
Room G08	Professional Development
Room G09	Assessment Theories & Methodologies (Workshop)
Room G10	Interdisciplinary, Multidisciplinary & Transdisciplinary Education
Room G12	Higher Education (Workshop)
14:35-14:50	Coffee Break
14:50-16:30	**On-site Parallel Session 4**
Room B08	Design, Implementation & Assessment of Innovative Technologies in Education
Room B09	Culture, Inter/Multiculturalism & Language
Room G08	Learning Experiences, Student Learning & Learner Diversity
Room G09	Teaching Experiences, Pedagogy, Practice & Praxis
Room G10	Higher Education / Lifelong Distance Learning & Adult Education
Room G12	Culture and Language
16:30-16:45	**Conference Closing Address**
	Joseph Haldane, IAFOR, Japan

Conference Proceedings

IAFOR Conference Proceedings are Open Access research repositories that act as permanent records of the research generated by IAFOR conferences. The Conference Proceedings are published on the IAFOR Research Archive (papers.iafor.org). All accepted authors who present at the conference may have their full paper published in the online Conference Proceedings.

Full text submission is due by August 17, 2022, through the online system. The proceedings will be published on September 19, 2022.

Conference Catch-up

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

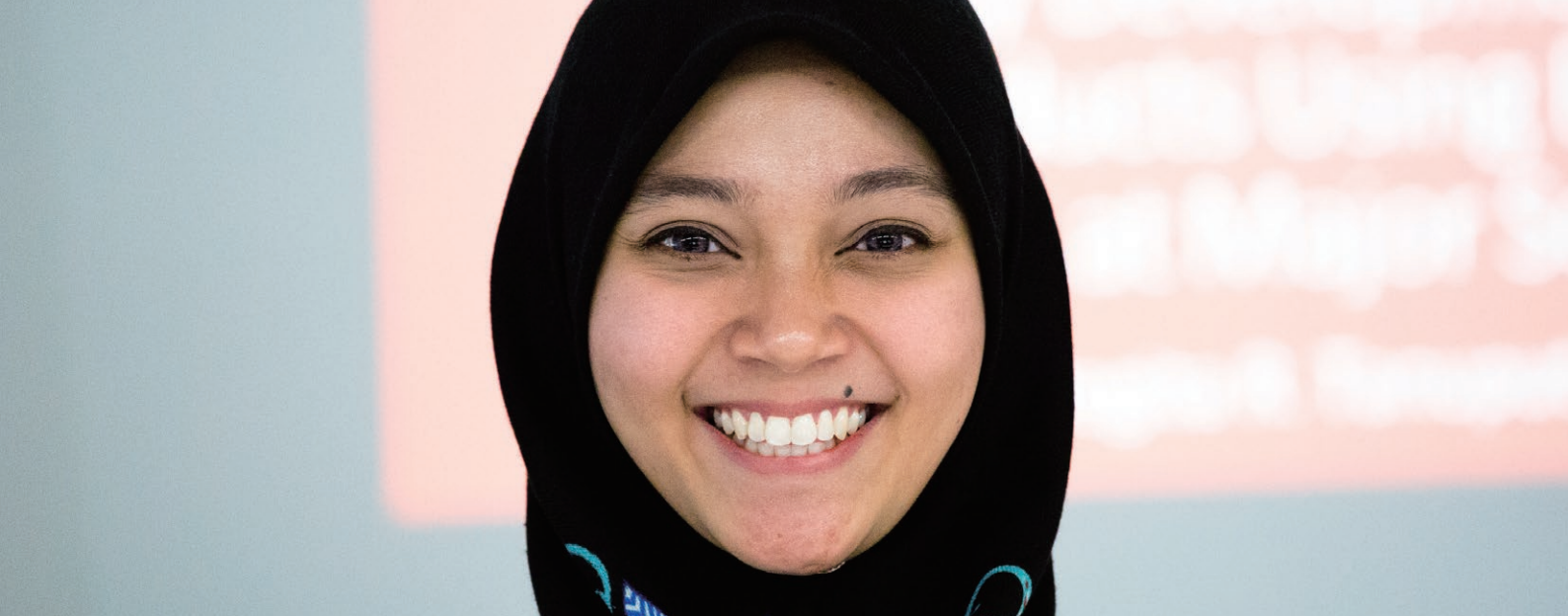## Pre-Recorded Virtual Presentations & Virtual Poster Presentations

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

Presentation Guide

Oral & Workshop Presentations

Oral Presentations are normally scheduled in sessions comprising three presentations, lasting 75 minutes in total. In sessions with two Oral Presentations, the session will last 50 minutes, and in the case of four Oral Presentations, an extended session lasting 100 minutes will be scheduled. The time in the sessions is to be divided equally between presentations. We recommend that an Oral Presentation should last 15–20 minutes to include time for question and answers, but should last no longer than 25 minutes. Any remaining session time may be used for additional discussion. Workshop Presentations will last 50 minutes.

Equipment

All rooms will be equipped with a MacBook computer pre-installed with PowerPoint and Keynote and connected to a LCD projector or LCD screen. If you wish, you may directly link your own PC laptop, although we advise you to use the computer provided by plugging in your USB flash drive. We recommend that you bring two copies of your presentation in case one fails, and suggest sending yourself the presentation by email as a third and final precaution.

Session Chairs

Session Chairs are asked to briefly introduce themselves and other speakers using the provided printout of speaker bios, hand out the provided presentation certificates at the end of the session, ensure that the session begins and ends on time, and that the time is divided fairly between the presentations. Each presenter should have no more than 25 minutes in which to present his or her paper and respond to any questions. The Session Chair is asked to assume this timekeeping role. **Please follow the order in the programme, and if for any reason a presenter fails to show up, please keep to the original time slots as delegates use the programme to plan their attendance.**

Presentation Certificates

Presenters at the venue will receive a certificate of presentation from their Session Chair or a member of staff at the end of their session. Live-stream and Virtual Presenters will receive a certificate of presentation after the conference.

IAFOR Publications

Introduction

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

Conference Proceedings

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

IAFOR Journals

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

How are papers submitted?

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

How does IAFOR ensure academic integrity?

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

Where are the journals indexed?

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

What's the reach?

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

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

What's the cost?

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

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

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

Current IAFOR Journal titles include

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

THINK

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

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

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

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WALES JOURNAL OF EDUCATION

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Academic Grant & Scholarship Recipients

Our warmest congratulations go to Lamma Mansour, John Franklin Dresser, Faten Slimani Aloui, and Brandon Parrenas who have been selected by the Organising Committee to receive grants and scholarships to present their research at the conference. IAFOR's grants and scholarships programme provides financial support to PhD students and early career academics, with the aim of helping them pursue research excellence and achieve their academic goals through interdisciplinary study and interaction. Awards are based on the appropriateness of the educational opportunity in relation to the applicant's field of study, financial need, and contributions to their community and to IAFOR's mission of interdisciplinarity. Scholarships are awarded based on availability of funds from IAFOR and vary with each conference.
Find out more about IAFOR grants and scholarships: **www.iafor.org/financial-support**

Lamma Mansour | IAFOR Scholarship Recipient
63345 - *'We Can't Be in Our Whole Selves': Palestinian Arab Undergraduate Students' Experiences in Israeli Universities*

Lamma Mansour is a PhD student in Social Intervention and Policy Evaluation, supervised by Professor Jane Barlow and a recipient of the Rhodes Scholarship. Her research focuses on higher education policy, with a focus on interventions aiming to support students from marginalized communities in higher education institutions. Lamma has recently completed an MPhil in Evidence-Based Social Intervention and Policy evaluation with distinction in the department. Prior to this, she had received her BSc in Psychology on the academic excellence scholarship Ofakim at the University of Haifa in 2018.

John Franklin Dresser | IAFOR Scholarship Recipient
63112 - *Fundamentals of Arnis Self-learning Module: Experts' Validation and Learners' Feedback*

Mr John Franklin Dresser is a Master Teacher I, MAPEH Department head, and research coordinator at Molugan National High School, DepEd-El Salvador City. He finished his Bachelor of Secondary Education (major in Physical Education, Health, and Music) at Pilgrim Christian College. He earned his Master of Arts in Education (Physical Education) from Lourdes College, and he is now finishing his Doctor of Philosophy (major in Educational Management) at Capitol University. He has been a perennial trainer and coach in sports, particularly in Arnis, and has been a winning trainer in national sports competitions. He is a lecturer-consultant and a resource person in the Arnis program.

## Faten Slimani Aloui | IAFOR Scholarship Recipient
62394 - Motivation Over Time at the Tertiary Level

Faten ALOUI SLIMANI is an independent researcher and an English Teacher at Grenoble Alpes University. She is a PhD student at University of Toulouse III – Paul Sabatier and Faculty of Arts, Letters and Humanities of Manouba. She has BA & an MA in Applied Linguistics from the Higher Institute of Languages of Tunis and an MA in Language, Literature and Civilization (Option: English) at the Southern Brittany University in France. Her research interests include developmental psycholinguistics, sociolinguistics, didactic subjects related to EFL/ESP learning and teaching.

Brandon Parrenas | IAFOR Scholarship Recipient
63214 - The Why of L2: Motivation in Second Language Learning Among the Grade 10 Students at Imus National High School

Mr Brandon Labador Parrenas currently employed as a Grade 9 English teacher in Imus National High School, a government school in a small town in Cavite Province, Philippines. He graduated with a degree in Secondary Education at Philippine Normal University – Manila. He is presently writing his thesis to earn a graduate's degree in Language and Literature at De La Salle University – Manila.

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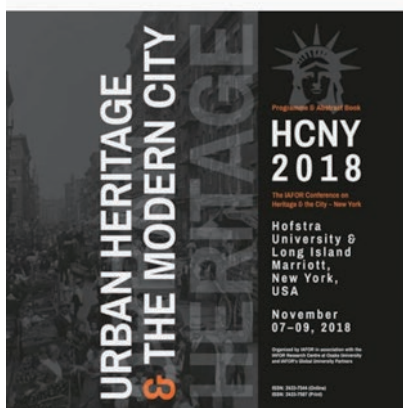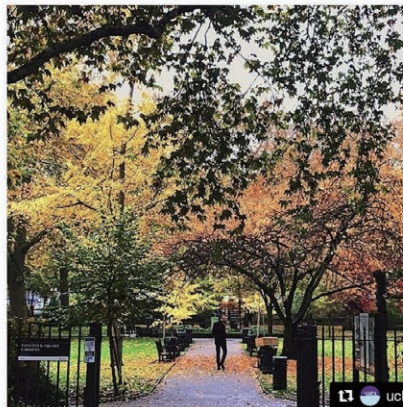
Follow The International Academic Forum on Instagram and join the conversation using the hashtag #IAFOR

Thursday, July 14

Live-Stream Sessions

All times are in British Summer Time (UTC+1)

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

The following sessions are broadcast on Zoom.

08:45-09:35 | Room A
Thursday Live-Stream Presentation Session 1
Foreign Languages Education & Applied Linguistics
Session Chair: Jennifer Fabula

62394   08:45-09:10
Motivation Over Time at the Tertiary Level
Faten Slimani Aloui, University of Toulouse III – Paul Sabatier, France

62338   09:10:-09:35
"Bangla Helps Learners to Get the Gist Better" – Translanguaging in Post-colonial English as a Foreign Language Classes in Bangladesh
Md. Sadequle Islam, University of Hamburg, Germany
Silvia Melo-Pfeifer, University of Hamburg, Germany

09:45-11:25 | Room A
Thursday Live-Stream Presentation Session 2
Applied Linguistics Research
Session Chair: Aya Kutsuki

64418   09:45-10:10
An Examination of the Role of Executive Function in Theory of Mind in Japanese Preschoolers Learning English
Aya Kutsuki, Kobe Shoin Women's University, Japan
Hideyuki Taura, Ritsumeikan University, Japan

63672   10:10-10:35
A Critical Review of Age Factors on Second Language Acquisition
Xiuzhi Zhai, University of Portsmouth, United Kingdom

64631   10:35-11:00
English Public Exams, Tutorial Classes, and Inequality: An Investigation of Small-scale English Tutorial Classes in Hong Kong
Hoi Yat Pun, The Hong Kong Polytechnic University, Hong Kong

64478   11:00-11:25
The Application of the Cultural Onion Model in L2 Teaching: A Study in a Chinese Class for Ethnic Minority Students
Qinxi Cai, The Education University of Hong Kong, Hong Kong
Xiaoying Kuang, The University of Hong Kong, Hong Kong

11:35-13:15 | Room A
Thursday Live-Stream Presentation Session 3
Culture and Language

Session Chair: Vladimir Gutiérrez

64089   11:35-12:00
Children's Role in Family Language Policy: 'Unresponsiveness' and Non-Verbal Action to Parents' Words
Siu Yu Lau, Hong Kong Shue Yan University, Hong Kong
Ruowei Yang, Hong Kong Shue Yan University, Hong Kong

63648   12:00-12:25
L2 Motivation and Career Choice Amongst Women Graduates of English in Southern China
Dan Li, University of Exeter, United Kingdom

64532   12:25-12:50
The Role of the Social Service of Commerce Regarding the Change of Perspective of English Language Teaching
Amanda De Souza, Sesc RJ, Brazil
Priscila Andrade, Sesc RJ, Brazil

63372   12:50-13:15
Perceptions of Future Kindergarten Teachers About the Use of Hand Puppets for Teaching English
Vladimir Gutiérrez, Universidad Nacional de Piura, Peru

13:25-14:15 | Room A
Thursday Live-Stream Presentation Session 4
Learning Environments

Session Chair: Valentina Canese

64443   13:25-13:50
English-as-a-Foreign-Language Majors' Satisfaction and Performance in Virtual Environments During the Pandemic
Valentina Canese, Universidad Nacional de Asunción, Paraguay

63394   13:50-14:15
Semiotic Pedagogy and Students Cognitive Development: Do the Order of Multiple Representations Play Role to Meaning Making?
Eleni Georgakopoulou, National and Kapodistrian University of Athens, Greece
Zacharoula Smyrnaiou, Computer Technology Institute and Press "Diophantus", Greece

14:25-15:40 | Room A
Thursday Live-Stream Presentation Session 5
Plurilingualism - Bilingualism
Session Chair: Angelica Galante

63819   14:25-14:50
Children's Incidental Learning of English Through Cartoons: An Italian Case Study
Rosalia Di Nisio, Università degli Studi di Udine, Italy

63483   14:50-15:15
"Los Protagonistas De La Conversación": The Development of a Digital Plurilingual Pedagogy for Sustainable and Agentive Oral Development
Angelica Galante, McGill University, Canada
Faith Marcel, Niagara College, Canada
Enrica Piccardo, University of Toronto, Canada
Lana F. Zeaiter, McGill University, Canada
John Wayne N. dela Cruz, McGill University, Canada
Aisha Barise, McGill University, Canada

63436   15:15-15:40
"Because I Knew Others Would Listen": The Pluridigit Project and the Role of Agency in Building Language Learning Resilience
Angelica Galante, McGill University, Canada

Notes

09:45-11:25 | Room B
Thursday Live-Stream Presentation Session 2
Foreign Languages Education & Applied Linguistics

Session Chair: Elena Petrova

57426   09:45-10:10
Reporting Verbs as Hidden Means of Signposting
Elena Petrova, National Research University, Russia

64494   10:10-10:35
Exploring the Impact of Language Exposure Outside the Classroom on Student's Writing
Irene Guzman Alcon, Jaume I University, Spain

64426   10:35-11:00
The Use of Passive Voice by the Armenian Learners
Emma Nemishalyan, French University in Armenia & Yerevan State University, Armenia
Zaruhi Soghomonyan, French University in Armenia, Armenia

63461   11:00-11:25
A Practitioner-based Research On Cloud-based Collaborative Writing in Synchronous EFL Classes
Shazia Hamid, Yanbu University College, Saudi Arabia

11:35-13:15 | Room B
Thursday Live-Stream Presentation Session 3
Higher Education
Session Chair: Arlene Nicholas

64101   11:35-12:00
Fuzzy Based Model for Students Debar Policy in Indian Engineering Institutes
Arti Jain, Jaypee Institute of Information Technology, India
Parmeet Kaur, Jaypee Institute of Information Technology, India
Shikha Jain, Jaypee Institute of Information Technology, India
Jorge Luis Morato Lara, Universidad Carlos III de Madrid, Spain

64207   12:00-12:25
Impact of Institute and Learning Management System Service Quality on Higher Education Institution Brand Equity
Abhishek Mishra, Indian Institute of Management Indore, India
Rashmi Mishra, Oriental University Indore, India
Rajendra Jain, Oriental University Indore, India

63621   12:25-12:50
Gen Z College Students, COVID-19 Courses and Beyond
Arlene Nicholas, Salve Regina University, United States

13:25-14:15 | Room B
Thursday Live-Stream Presentation Session 4
Psychology of the Learner

Session Chair: Lana Zeaiter

62781   13:25-13:50
Plurilingual Tasks in TESL to Improve Learners' Emotionality
Lana Zeaiter, McGill University, Canada

62508   13:50-14:15
Facilitating Positive Learner Identity in the New Normal
Parin Somani, Independent Scholar, United Kingdom

14:25-16:05 | Room B
Thursday Live-Stream Presentation Session 5
Professional Development

Session Chair: Marine Milad

63726   14:25-14:50
CALL Project-based Program to Enhance Student-Teachers' TEFL Skills
Marine Milad, Arab Open University, Kuwait

63765   14:50-15:15
Segregated Schools: What and Why They Are, and the Teachers Working in Them – A Needs Analysis in Southern Spain
Yiyi Lopez Gandara, Universidad de Sevilla, Spain
Macarena Navarro Pablo, Universidad de Sevilla, Spain

64615   15:15-15:40
Perspectives of Career and Technical Education Teachers During the COVID-19 Pandemic
Mary Jo Self, Oklahoma State University, United States
Carol Billings, University of Idaho, United States
John Cannon, University of Idaho, United States
Mari Borr, North Dakota State University, United States
Allen Kitchel, University of Idaho, United States
Jeremy Jeffery, Bloomsburg University, United States
Michelle Bartlett, North Carolina State University, United States

64475   15:40-16:05
An Investigation of Skill Gaps in Academic Consulting
Dani Saghafi, Brunel University London, United Kingdom
Dabir Ahmed, Brunel University London, United Kingdom
Ainurul Rosli, Brunel University London, United Kingdom

Thursday Live-Stream Presentation Session 2

Teaching Experiences, Pedagogy, Practice & Praxis

Session Chair: Jinjin Lu

64558   09:45-10:10
The Progression of Language Complexity in ESL Textbooks and Assessments for Chinese Junior Secondary Schools
Yingsheng Liu, University of Hong Kong, Hong Kong

63427   10:10-10:35
On John Dewey's Footprint: The Active School According to Rebeca Wild
Francesca Berti, Free University of Bolzano/Bozen, Italy

64222   10:35-11:00
Exploring Project-based Learning and a Collaborative Teaching Practice in Macau Primary School
Van Man Isabel Tchiang, University of Saint Joseph, Macau

63091   11:00-11:25
Social Media Technologies for Collaboration and Communication: Perceptions of Novice EFL Teachers in the Czech Republic
Jinjin Lu, Xi'an Jiaotong-Liverpool University, China
Feifei Han, Griffith University, Australia

11:35-13:15 | Room C

Thursday Live-Stream Presentation Session 3

Higher Education

Session Chair: Laura Roberts

63420   11:35-12:00
Combined GIS-based Spatial-temporal Analysis Using Social Media Data: A Case Study of Wuhan, China
Uqba Ramzan, Wuhan University, China
Fan Hong, Wuhan University, China

64350   12:00-12:25
Rest and Recovery to Build Resilience: Embedding Flexible Semesters and Remodelling Assessments to Support Transitioning to Higher Education
Laura Roberts, Swansea University, United Kingdom
Joanne Berry, Swansea University, United Kingdom

63293   12:25-12:50
Staying Positive during the COVID-19 Pandemic: Effectiveness of a PROSPER-based Intervention on Preschool Teachers' Well-being
Alfred S. Y. Lee, The Education University of Hong Kong, Hong Kong
Jesus Alfonso Daep Datu, The Education University of Hong Kong, Hong Kong
Wing Kai Fung, Liverpool Hope University, United Kingdom
Kevin Kien Hoa Chung, The Education University of Hong Kong, Hong Kong

63294   12:50-13:15
Promoting Psychological Well-being in Pre-service Preschool Teachers: A Multi-component Positive Psychology Intervention
Alfred S. Y. Lee, The Education University of Hong Kong, Hong Kong
Jesus Alfonso Daep Datu, Wing Kai Fung, Kevin Kien Hoa Chung

13:25-14:15 | Room C
Thursday Live-Stream Presentation Session 4
Foreign Languages Education & Applied Linguistics
Session Chair: Ghaleb Rabab'ah

63324   13:25-13:50
Metadiscourse in EFL Virtual Classrooms
Ghaleb Rabab'ah, University of Sharjah, United Arab Emirates
Sane Yagi, University of Sharjah, United Arab Emirates

64551   13:50-14:15
The Use of LLT Materials in China's EFL Classrooms: Making Learner Engagement in Classroom Talk Visible
Wei Dan, Southwest University, China

14:25-15:40 | Room C
Thursday Live-Stream Presentation Session 5
Educational Technologies & Assessment
Session Chair: Victoria Crisp

63450   14:25-14:50
Creating Better Tests: Students' Views on the Accessibility of Different Exam Question Design Features
Victoria Crisp, Cambridge University Press and Assessment, United Kingdom
Sylwia Macinska, Cambridge University Press and Assessment, United Kingdom

63632   14:50-15:15
Investigating Formative Assessment Strategies to Support Differentiation via Digital Technology in Elementary Math Classes
Hsuehi Lo, St. Cloud State University, United States
John Hoover, St. Cloud State University, United States

64097   15:15-15:40
Computer Adaptive Language Tests (CALT)
Aurore Bargat, University of Illinois, United States

Thursday Live-Stream Presentation Session 2
Educational Policy, Leadership, Management & Administration
Session Chair: Asnat Dor

64166   09:45-10:10
COVID-19 and Its Effect on Parent-adolescent Issues
Asnat Dor, Max Stern Academic College of Emek Yezreel, Israel

64358   10:10-10:35
A Critical Evaluation of the National Programme on Technology Enhanced Learning (NPTEL): The Flagship Indian Massive Open Online Courses (MOOCs)
Pramath Kant, Indian Institute of Technology Bombay, India
Anurag Mehra, Indian Institute of Technology Bombay, India

64077   10:35-11:00
Enabling Factors that Lead Educational Middle Leaders to an Effective Professional Performance
Elaine Aaltonen, University College London, United Kingdom

62623   11:00-11:25
Has Education Been a Priority During the First Wave of the Pandemic?
Cristina Vilaplana-Prieto, University of Murcia, Spain

11:35-13:15 | Room D
Thursday Live-Stream Presentation Session 3
Educational Research, Development & Publishing
Session Chair: Pia Kreijkes

63162   11:35-12:00
A Systematic Review of PhD Supervision Studies
Shan Shan Hou, Cardiff University, United Kingdom

63836   12:00-12:25
A Bird's-Eye View on Curriculum Publications concerning Seven Countries: A Bibliometric Analysis
Pia Kreijkes, Cambridge University Press & Assessment, United Kingdom

63426   12:25-12:50
A Challenge for Early Childhood Education for Teachers: "Search – Reach – Teach"
Hiam Loutfi, Rafik Hariri University, Lebanon

64214   12:50-13:15
ECE Peace Ambassador Project (ECE-PAP): Reducing Bullying in the Early Years
Mun Wong, The Education University of Hong Kong, Hong Kong
Thomas G. Power, Washington State University, United States

13:25-14:15 | Room D
Thursday Live-Stream Presentation Session 4
Learning Experiences, Student Learning & Learner Diversity

Session Chair: Maude Roy-Vallières

62343   13:25-13:50
Outdoor Community Learning: Understanding Early Educators' Perceptions and Potential of the Outdoors as Learning Environments
Siew Chin Ng, University of Melbourne, Australia
Nicola Yelland, University of Melbourne, Australia
Jeanne Marie Iorio, University of Melbourne, Australia

63434   13:50-14:15
Quality Experiences for 4-Year-Olds: Comparing the Pre-primary and Social Pedagogy Educational Approaches Through Quebec's Preschools and Childcare Centers
Maude Roy-Vallières, Université du Québec à Montréal, Canada
Annie Charron, Université du Québec à Montréal, Canada
Nathalie Bigras, Université du Québec à Montréal, Canada

14:25-15:40 | Room D
Thursday Live-Stream Presentation Session 5
Higher Education

Session Chair: Marianna Papadopoulou

64570   14:25-14:50
Facilitating Students' Collaborative Engagement in a Virtual Learning Environment: An Action Research Study
Marianna Papadopoulou, Canterbury Christ Church University, United Kingdom
Hilary Welland, Canterbury Christ Church University, United Kingdom

64571   14:50-15:15
Creating a Student Community in an Online Space: The Romance and the Reality
Bin Guo, University College London, United Kingdom
Shira Lider, University College London, United Kingdom

62530   15:15-15:40
Higher Education Reforms: A New Paradigm of Funding in Greek Universities
Theofanis Papastathis, University of Macedonia, Greece

09:45-11:25 | Room E
Thursday Live-Stream Presentation Session 2
Education & Psychology

Session Chair: Kathleen AHM Chim

64550   10:10-10:35
Influence of Social Media Use on Maternal Educational Anxiety
Wei Zheng, University College London, United Kingdom

64220   10:35-11:00
The Impact of Psychological Resilience on Achievement Procrastination for School Children During COVID- 19
Suzanne Arafa, University of Bahrain, Bahrain

64545   11:00-11:25
A Virtual Brief Psychosocial Intervention on Mental Wellbeing of Community College Students During the Pandemic: A Pilot Study
Kathleen AHM Chim, Hong Kong Metropolitan University Li Ka Shing School of Professional and Continuing Education, Hong Kong
Tsz Chui Lai, Hong Kong Metropolitan University Li Ka Shing School of Professional and Continuing Education, Hong Kong
Benjamin TY Chan, Hong Kong Metropolitan University Li Ka Shing School of Professional and Continuing Education, Hong Kong

11:35-13:15 | Room E
Thursday Live-Stream Presentation Session 3
Higher Education

Session Chair: Nilufer Ulker

64421   11:35-12:00
Youth Agency: Raising Awareness of 21st Century Global Citizenship in Higher Education
Nilufer Ulker, Istanbul Technical University, Turkey
Yasemin Yilmaz Yuksek, Istanbul Technical University, Turkey
Ozlem Ayar Gemalmaz, Istanbul Technical University, Turkey

63522   12:00-12:25
Non-violence as a Practice of Equality: A Higher Education Experiment in the Global South
Gaston Bacquet, University of Glasgow, United Kingdom

63749   12:25-12:50
Cosmopolitan Legal Education: From Irnerius and the Westphalian Paradigm to the Modern Law School
Antonios E. Platsas, University of Brighton, United Kingdom

63345   12:50-13:15
'We Can't Be in Our Whole Selves': Palestinian Arab Undergraduate Students' Experiences in Israeli Universities
Lamma Mansour, University of Oxford, United Kingdom

13:25-14:15 | Room E
Thursday Live-Stream Presentation Session 4
Curriculum Design & Development

Session Chair: Rainer Telesko

64468   13:25-13:50
Integrating Indigenous Students' Funds of Knowledge to Introduce Multiplication with a Picture Storybook
Murni Sianturi, The University of New South Wales, Australia
Andreas Au Hurit, Musamus University, Indonesia

62627   13:50-14:15
Implementing the AoL Standard for the WI and BIT Curricula in AACSB – Lessons Learned at the FHNW
Rainer Telesko, FHNW University of Applied Sciences and Arts Northwestern Switzerland, Switzerland
Andreas Reber, FHNW University of Applied Sciences and Arts Northwestern Switzerland, Switzerland
Michael Pülz, FHNW University of Applied Sciences and Arts Northwestern Switzerland, Switzerland
Christina Loosli, FHNW University of Applied Sciences and Arts Northwestern Switzerland, Switzerland

14:25-15:40 | Room E
Thursday Live-Stream Presentation Session 5
Design, Implementation & Assessment of Innovative Technologies in Education

Session Chair: María de los Ángeles Gómez González

64012   14:25-14:50
Effectiveness of Digital Game-based Learning on Academic Achievement in an English Grammar Lesson among Chinese Secondary School Students
Xingxing Xie, Hong Kong Baptist University, Hong Kong
Hongxi Huang, University of Massachusetts Amherst, United States

63474   14:50-15:15
Teaching and Learning English Phonetics and Pronunciation Through Serious Games
María de los Ángeles Gómez González, University of Santiago de Compostela, Spain
Alfonso Lago Ferreiro, Univerisity of Vigo, Spain

64448   15:15-15:40
Using the Technology Integration Matrix to Enhance Learning
Sumbal Ayaz, University of Illinois, United States

08:45-09:35 | Room F
Thursday Live-Stream Presentation Session 1
International Education

Session Chair: Elok D. Malay

63844   08:45-09:10
Reimagining Access to Education: The Impacts of Learning Centres for Marginalised Students in Haryana, India During the Pandemic
Tarang Tripathi, University of California-San Diego, United States
Chandraditya Raj, Aawaaz Education, India
Sakshi Sharma, Aawaaz Education, India
Shibal Bhartiya, Fortis Memorial Research Institute, India

64238   09:10-09:35
"You're Not Alone": International Students' Shared Experiences in Academic, Social, and Psychological Adjustment
Elok D. Malay, University of Groningen, Netherlands
Sabine Otten, University of Groningen, Netherlands
Robert Coelen, University of Groningen, Netherlands

09:45-11:25 | Room F
Thursday Live-Stream Presentation Session 2
Professional Training, Development & Concerns in Education

Session Chair: Anabel Corral Granados

61848   09:45-10:10
Challenges on Continuing Professional Development on Inclusion in Early Years in Spain
Anabel Corral Granados, University of Trondheim NTNU, Norway

63438   10:10-10:35
Engagement Them and They Learn: Mediation Effect of Community Engagement in Professional Learning Networks
Sunny S. J. Lin, National Yang Ming Chiao Tung University, Taiwan
Ro-Chi Hsiao, National Yang Ming Chiao Tung University, Taiwan

64491   10:35-11:00
Instructor Exchange as a Continuous Professional Development Activity: Are We Ready to Change?
Nilufer Ulker, Istanbul Technical University, Turkey
Pinar Kir, Istanbul Technical University, Turkey

63381   11:00-11:25
Science Identity and Its 'Identity Crisis': Four Strategies to Foster Self-efficacy and Sense of Belonging in STEM
Stefano Sandrone, Imperial College London, United Kingdom

11:35-13:15 | Room F
Thursday Live-Stream Presentation Session 3
Social Justice, Development & Political Movements

Session Chair: Martha Matashu

64051   11:35-12:00
Teaching "Difficult Knowledge" in the Multicultural Classroom
Noemi Yovel, College of Education, Israel

63510   12:00-12:25
The Impact of Covid-19 on Access to Early Childhood Education for Low-income Lebanese Children, Syrian Child Refugees and Their Families
Katie Wright, University of East London, United Kingdom

63746   12:25-12:50
Teaching Through the Lens of Social Justice: Promoting Equity in Health Education and Promotion
Shannon Gifford, Springfield College, United States

64618   12:50-13:15
Human Rights, Human Capital and Capabilities as a Normative Basis for Social Justice and Sustainable Society Development: Sub Saharan African Countries
Martha Matashu, North-West University, South Africa

13:25-14:15 | Room F
Thursday Live-Stream Presentation Session 4
Teaching Experiences, Pedagogy, Practice & Praxis

Session Chair: Nur Azah Isa

64584   13:25-13:50
Transitioning From Remote to Reality: a New Approach to Paediatric Undergraduate Teaching During COVID-19 Pandemic
Nur Azah Isa, Universiti Teknologi MARA, Malaysia
Sern Chin Lim, Universiti Teknologi MARA, Malaysia
Noor Shafina Mohd Nor, Universiti Teknologi MARA, Malaysia
Anis Siham Zainal Abidin, Universiti Teknologi MARA, Malaysia

64560   13:50-14:15
Teaching with Impact: The Use of Live Briefs to Develop Employability Skills and Confidence
Sanita Nezirovic, University of Derby, United Kingdom

Thursday Live-Stream Presentation Session 5

Learning Experiences, Student Learning & Learner Diversity

Session Chair: Angel Tellez

64410   14:25-14:50
Writing Activities as Intervention for Improving Academic Achievement in Mathematics
Dazel Ann Raquid, University of Santo Tomas, Philippines
Rodrigo Litao, University of Santo Tomas, Philippines

64759   14:50-15:15
Students' Experiences of Remote Teaching and Learning During Covid-19
Nazreen Dasoo, University of Johannesburg, South Africa

63114   15:15-15:40
The Braille Code as a Developer of Social and Academic Opportunities
Angel Tellez, Benemérita Universidad Autónoma de Puebla, Mexico
Efraín De Jesús Castro, Benemérita Universidad Autónoma de Puebla, Mexico
Paulina García, Universidad Pedagógica Nacional, Mexico

Friday, July 15

Plenary Session

All times are in British Summer Time (UTC+1)

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

The Challenges of Funding Social Infrastructure Post-COVID: Sustainable Approaches to Health, Education and Social Care

Friday, July 15 | 10:25-11:10 | SOAS Brunei Gallery Lecture Theatre

D'Maris Coffman

D'Maris Coffman is the Director of The Bartlett School of Sustainable Construction and the Professor in Economics and Finance of the Built Environment at UCL, United Kingdom. She is Editor-in-Chief and Coordinating Editor of Elsevier's *Structural Change and Economic Dynamics* and on the honorary editorial boards of the *Journal of Cleaner Production, Economia Politica,* and the editorial boards of *Frontiers of Engineering Management* and the *Chinese Journal of Population, Resources and Environment*. She is a Fellow of Goodenough College, where several of the school's doctoral students are residential members. In 2020-21, she was a Visiting Professor at the University of Milan, Italy. She is also a Guest Professor at Beijing Institute of Technology and a Visiting Professor of Renmin University of China. Before coming to UCL in 2014, she spent six years as a fellow of Newnham College where she variously held a junior research fellowship (Mary Bateson Research Fellowship), a post as a college lecturer and teaching fellow, and a Leverhulme ECF. In July 2009, she started the Centre for Financial History, which she directed through December 2014. She has over 100 publications across the domains of economic and financial history, economic geography, infrastructure economics, and climate change economics and finance. She holds both American and British citizenship.

Keynote Presentation: Nick Tyler
Transdisciplinarity in Education
Friday, July 15 | 11:40-12:25 | SOAS Brunei Gallery Lecture Theatre

The 20th century has seen a general increase in the number of disciplines that can be distinguished in the world at large, and thus in the offer to be found in educational institutions around the world. Undoubtedly we are a long way away from the "Natural Philosophy" of a few centuries ago – and even from the title of the first Professor of Engineering in England, John Millington, the "Professor of Engineering and the Application of Mechanical Philosophy to the Arts" at UCL at its foundation in 1827. Perhaps it is the increase in capability of analysis that has driven this trend – the ritual taking apart of concepts that characterises 'analysis' – but the question is whether this is actually helpful for the world in the 21st century. Given the overarching complexity of the world in which we now live, such analysis is destined to be unhelpful – the effects of one discipline on another become too complex to analyse at any world-meaning scale. Now, we realise that systems are inherently complex and that perhaps a better model for the world's functionality is that of a biological interactive organism rather than a non-reactive physical structure. This realisation has the potential to change education in universities, for example, where the meaning of university might have become tied to the idea of separate universes of many disciplines, and now might need to be something more of the all-embracing universe of a vital organism composed of many other organisms. This talk discusses the implications of this shift for universities, in how they work, are organised and are designed.

Nick Tyler

Professor Tyler, Chadwick Professor of Civil Engineering at University College London (UCL), was educated at the Royal College of Music, the Polytechnic of Central London (now the University of Westminster) and UCL. He worked as Operations Manager at Unichem Ltd (1984-1985) before joining UCL in 1987, holding appointments as a Research Assistant, Lecturer, Senior Lecturer and Reader at UCL in the period from 1987 to 2002, when he was then appointed to a professorship. From 2003 to 2013, Professor Tyler was Head of the Department of Civil and Environmental Engineering (renamed Civil, Environmental and Geomatic Engineering in 2007). He also directed the UCL CRUCIBLE Centre, which was a cross-university interdisciplinary research centre for lifelong health and wellbeing. He has recently set up a new transdisciplinary laboratory at UCL for the study of person-environment-activity interactions (PEARL), which is part of the UK Collaboratorium for Research on Infrastructure and Cities, and based at UCL. He is a Fellow of the Royal Academy of Engineering, the Institution of Civil Engineers, the Chartered Institution of Highways and Transportation and the Royal Society of Arts. He was appointed CBE for Services to Technology in the 2011 New Year's Honours list.

Building Capacity through Socially Responsible, Community-engaged Higher Education

Friday, July 15 | 13:25-14:10 | SOAS Brunei Gallery Lecture Theatre

With the planet undergoing a slow-motion ecological catastrophe, and humanity facing a surge in inequality, xenophobia and racism, more and more people are asking difficult questions about the complicity of higher education systems in compounding these issues. Although many universities have acknowledged their pivotal role in making the world a better place by adopting Third Mission statements that pledge their social responsibility, their education paradigms too often remain anchored in a profoundly neoliberal agenda that almost exclusively values competitiveness and employability. Rather than promoting inclusive, global citizenship education and engaging critically with the problems of hegemonial systems, higher education institutions frequently function as silos, where knowledge and learning are seen as commodities whose function is to build narrow competences suited to meeting market demands. Such education reinforces the present widespread inequality brought about by capitalism, rather than working towards greater economic and social justice.

In this presentation, I will begin by examining the prevailing and often contradictory education discourses in Europe. I will look at how we conceptualise education itself, both its intended objectives and its processes, as well as how we view our roles as educators trying to navigate within the contested space of higher education. I will then go on to discuss how universities can help build fairer, more inclusive and democratic societies that provide a dignified life for everyone on the planet. Drawing on critical pedagogies and interdisciplinary theoretical perspectives, I will emphasise the collective dimension of learning, as well as the importance of embracing epistemological diversity and critical literacy in order to foster a democratic ethos which understands education as an instrument for social change. I will argue that such a system of empowered individuals striving towards a shared vision can lead to increased resiliency in learners, educators, institutions, and the communities with which they are engaged. Along the way, I will draw on my own experiences as a practitioner in the field and offer some examples of integrating community-engaged practices into higher education curricula.

Birgit Phillips

Birgit Phillips is a Professor at the University of Applied Sciences FH Burgenland, where she teaches courses on transcultural competence in healthcare, participatory research, critical thinking and other topics. She also works at the University of Graz, where she teaches courses in the fields of online learning, qualitative research and higher education didactics and is currently leading a project on digital literacy in tourism. In addition to a PhD in education sciences and a Master's in transcultural communication, she is also certified systemic coach, a training which she draws upon to help her learners start to understand and engage critically with their own cultural and identity assumptions. Her research cuts across the humanities and social sciences and is firmly anchored in critical approaches to

the study of education. She draws inspiration from transformative, emancipatory and participatory education paradigms. In addition, she has extensive experience in curriculum development and has designed numerous undergraduate and postgraduate courses and modules in a variety of innovative formats.

Before joining the world of academia, Birgit spent more than 8 years living, working and travelling, primarily in the countries of the Global South. These experiences inspired her to get involved with international, interdisciplinary humanitarian projects around the world. Recently, she has collaborated with various international organisations to spearhead projects in India, Myanmar and Kenya designed to help create a better life for some of the most marginalised groups of people. Birgit's experiences in the Global South have profoundly informed her views on education, and she is a strong advocate for active, community-engaged learning experiences integrated within the curriculum. For her work, Birgit has received numerous grants, as well as national and international awards. For her research on transformative travel and identity negotiation, she received the *Patricia Cranton Research Award* at the Transformative Learning Conference at Columbia University in 2018. She was also awarded the *Erudite Scholar of the Year 2020* by the Council for Educational Administration and Management (CEAM) in India, and most recently, she received the *Arqus Teaching Excellence Award* from the Arqus European University Alliance for her work on community-engaged education.

Keynote Presentation: Jean-Marc Dewaele

Fighting Deficit Views of English Foreign Language Learners and Users

Friday, July 15 | 14:20-15:05 | SOAS Brunei Gallery Lecture Theatre

In this presentation I will argue that the traditional deficit view about (English) foreign language learners and users (the so-called failure to reach "native-speaker" standard) is the result of narrow-minded monolingual ideologies and is harmful to learners, teachers and foreign language users. Rather than obsessing about deficit, we should acknowledge gaps but also rejoice about progress, and accept that "imperfect" foreign language users are just as legitimate as first language users, and that their foreign accent and odd mistake is as much part of them as the colour of their eyes and hair (Dewaele, 2018; Dewaele et al. 2021).

References
Dewaele, J.-M. (2018) Why the dichotomy 'L1 Versus LX User' is better than 'Native Versus Non-native Speaker'. *Applied Linguistics*, 39(2), 236-240.
Dewaele, J.-M., Bak, T. & Ortega, L. (2021) Why the mythical "native speaker" has mud on its face. In N. Slavkov, S. Melo Pfeifer & N. Kerschhofer   (Eds.), *The Changing Face of the "Native Speaker": Perspectives from Multilingualism and Globalization*. Berlin: Mouton De Gruyter, pp. 23-43.

Jean-Marc Dewaele

Jean-Marc Dewaele is Professor of Applied Linguistics and Multilingualism at Birkbeck, University of London. He does research on individual differences in psycholinguistic, sociolinguistic, pragmatic, psychological and emotional aspects of Second Language Acquisition and Multilingualism. He has published over 250 papers and chapters, seven books and seven special issues. He is the author of the monograph *Emotions in Multiple Languages* in 2010 (2nd ed in 2013). He is former president of the European Second Language Association and the International Association of Multilingualism. He is former General Editor of the *International Journal of Bilingual Education and Bilingualism* and current General Editor of *Journal of Multilingual and Multicultural Development*. He won the Equality and Diversity Research Award from the British Association for Counselling and Psychotherapy (2013) and the Robert C. Gardner Award for Outstanding Research in Bilingualism (2016) from the International Association of Language and Social Psychology.

ECE2022 Friday Poster Presentation Session

64281 - *Comparative Study of Diagnostic Radiology Curriculum Delivered in Najran and Other Nine Universities at Undergraduate Level*
Fawaz Alqahtani, Najran University, Saudi Arabia
Soheir E. Mohamed, Najran University, Saudi Arabia

64542 - *Re-inhabiting the Neighbourhood: Transformation Processes of Empowerment Among University-School and Society Through Artistic Practices*
Noemy Berbel-Gómez, University of the Balearic Islands, Spain

6443 - *Are We Nearing the Goal of Equity in Education? The Atypical Case of Israel for the Years 2008-2018*
Zehorit Dadon-Golan, Hemdat College of Education and Bar Ilan University, Israel

64579 - *Education Privatization: A Legal Critical Perspective*
Yael Kafri, Tel Aviv University, Israel

64580 - *The Logics Behind Processes of Planning and Designing Educational Spaces: A Content Analysis-based Typology*
Sari R. Alfi-Nissan, Bar-Ilan University, Israel
Gadi Bialik, Kibbutzim College of Education, Technology and the Arts, Israel
Ortal Merhav, Gordon College of Education, Israel
Anat Mor-Avi, Illinois Institute of Technology, United States

64462 - *Research Evaluation: An Impact on Researchers' Research Agendas?*
Valentina Carazzolo, Sapienza University of Rome, Italy

64489 - *BUILD EXITO: A Successful Biomedical Research Pathway in Higher Education*
Carlos Crespo, Portland State University, United States
Thomas Keller, Portland State University, United States
Cynthia Morris, Oregon Health and Science University, United States
Jennifer Lindwall, Portland State University, United States
Mathew Honore, Oregon Health and Science University, United States
Andrea Hildebrand, Oregon Health and Science University, United States

64586 - *Perceptions of Interprofessional Cooperation and Collaboration Competency Among Undergraduate Students in Nursing and Medicine in South Korea*
Hee-Young Song, Yonsei University, South Korea

61986 - *SAMM – A Systematic Approach to Mastering Life – The Fivestep Motivation Method*
May Olaug Horverak, Birkenes Learning Centre, Norway
Gerd Martina Langeland, Lillesand Upper Secondary School, Norway

64611 - *From Asia to Europe: Motivation to Study Abroad and Intercultural Adaptation of Chinese Doctoral Students*
Ruoyi Qiu, University of Padova, Italy
Monica Fedeli, University of Padova, Italy

64566 - *Development of a Mindfulness-Based Intervention for Preschoolers*
Korinne Louison, The University of the West Indies, St. Augustine, Trinidad and Tobago
Samidha Maharaj, The University of the West Indies, St. Augustine, Trinidad and Tobago
Je Line Garcia, The University of the West Indies, St. Augustine, Trinidad and Tobago
Murella Sambucharan-Mohammed, The University of the West Indies, St. Augustine, Trinidad and Tobago

64616 - *The Role of Negative Emotions in Divergent Thinking*
Cecilia Cheung, University of California, Riverside, United States

63071 - *Teacher-Targeted Bullying by Students*
Dana Dobrovská, Czech Technical University in Prague, Czech Republic
David Vaněček, Czech Technical University in Prague, Czech Republic

664600

What Factors Influence Elementary, Middle, and High School Teachers' Continuous Professional Development? Focusing on the JD-JR Model

Hae-Deok Song, Chung-Ang University, South Korea
Seung Gyeong Jang, Chung-Ang University, South Korea

63743

Photonics Explorer: An Educational Kit for Primary/Secondary Schools to Educate Young People About the Basics of Optics and Photonics

Dana Seyringer, Vorarlberg University of Applied Sciences, Austria
Arno Grabher-Meyer, V-Research, Austria

64543

How Teachers' Autonomy and Goal Orientation Affect Teachers' Innovative Teaching Behavior with ICT: The Mediator Role of Digital Literacy

Yechan Lee, Chung-Ang University, South Korea
Hae-Deok Song, Chung-Ang University, South Korea
YeonKyoung Kim, Chung-Ang University, South Korea

664612

Relationship Between Structural and Social Dimensions of School Culture

Akvilina Čamber Tambolaš, University of Rijeka, Croatia
Lidija Vujičić, University of Rijeka, Croatia
Lucija Jančec, University of Rijeka, Croatia

664619

The Impact of Process Oriented Guided Inquiry Learning on Students' Academic Performance and Capacities for Critical Thinking, Collaboration, and Problem-solving

Su-ching Lin, National Changhua University of Education, Taiwan

664622

A Case Study on Teacher Questioning and Wait-Time in a Classroom in Pakistan

Iqra Moazzam, Durham University, United Kingdom

15:25-16:25 | Brunei Gallery Theatre Foyer
ECLL2022 Friday Poster Presentation Session

62676

Integration Between Second Language Acquisition and Special Education: Dual Language Reading Assessment and Implementation for English Learners Demonstrating Reading Challenges

Carolyn Peterson, MA Public Schools, United States

62402

Bilingual Viewer – Generating Bilingual Content to Aid Language Learning

Michael Ertl, CI Precision, United Kingdom

64373

An Investigation into the Use of Electronic Dictionaries as Language Learning Tools for Saudi High School Students During the COVID-19

Bader Alharbi, Qassim University, Saudi Arabia

Saturday, July 16

Parallel Sessions

All times are in British Summer Time (UTC+1)

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

09:25-11:05 | B08
Saturday Onsite Presentation Session 1
Mind, Brain & Psychology
Session Chair: Dana Dobrovská

63489   09:25-09:50
Teachers' Perspective on the Assessment of the Galician Subject "Social and Civic Values"
Kristie Novoa, University of Santiago de Compostela, Spain

63469   09:50-10:15
Resilience in School in the Context of War: Effects of a Positive Psychology Program on School Children's Mental Health
Anat Shoshani, Reichman University, Israel

63196   10:15-10:40
Universal Design for Learning as Pillar of Trauma-Responsive Education
Danielle M. Eadens, University of Central Florida, United States
Daniel W. Eadens, University of Central Florida, United States

61949   10:40-11:05
Teachers and Online Teaching in the COVID Pandemic
Dana Dobrovská, Czech Technical University in Prague, Czech Republic
David Vaněček, Czech Technical University in Prague, Czech Republic

11:20-12:35 | B08
Saturday Onsite Presentation Session 2
Learning Experiences, Student Learning & Learner Diversity
Session Chair: Chris Burgess

64250   11:20-11:45
A Professional Development Program for Teachers Dealing With a Variety of Students in Times of Crisis
Noa Shapira, Kinneret Academic College, Israel
Meital Amzalag, Holon Institute of Technology, Israel

61713   11:45-12:10
Fostering 21st-Century Learners Through Skype in the Classroom
Luís Filipe Moreira, Colégio Casa Mae, Portugal

63979   12:10-12:35
The Pandemic as Crisis and Opportunity for Higher-Education in Japan: Embracing New Student Expectations and Preferences about Learning Post-COVID
Chris Burgess, Tsuda University, Japan

13:35-14:50 | B08
Saturday Onsite Presentation Session 3
Assessment Theories & Methodologies

Session Chair: Marina Lopez Casoli

63452   13:35-14:00
Element of Surprise and its Efficacy in Maintaining Exam Integrity in Online Exams
Bibek Bhatta, Queen's University Belfast, United Kingdom

64117   14:00-14:25
Reconceptualization of Test Fairness Model: A Grounded Theory Approach
Mohammad Ahmadi Safa, Bu Ali Sina University, Iran
Shima Beheshti, Bu Ali Sina University, Iran

64629   14:25-14:50
How Effective is Teacher Feedback on EFL Writing?: Students' Views and Preferences
Marina Lopez Casoli, Universidad Nacional de Mar del Plata, Argentina

15:05-16:45 | B08
Saturday Onsite Presentation Session 4
Nurturing Creativity & Innovation: New, Innovative & Radical Education

Session Chair: Jessica Tyrrell

64608   15:05-15:30
Mathematical Algorithm for Understanding Numbers and Their Operations Integrated into the Cornerstone of Learning in a Pelmanism Game: Mathesso
Karel Janecek, Science 21 Foundation, Czech Republic
Leonard Bernau, Czech Technical University in Prague & Science 21 Foundation, Czech Republic
Tomáš Benka, Science 21 Foundation, Czech Republic
Filip Paulu, Czech Technical University in Prague & Science 21 Foundation, Czech Republic

64386   15:30-15:55
Beyond the Risk Discourse: Photovoice as Critical-Pedagogical Tool of Sexuality Education for Adolescents
Menny Malka, Sapir Academic College, Israel
Sivan Lotan, Hebrew University of Jerusalem & Safe School Analytics, Israel

64046   15:55-16:20
Inspiring Minds Research-engaged STEAM Outreach: Affecting Attitudinal and Attainment Change Through Interdisciplinary Outreach
Finley Lawson, Canterbury Christ Church University, United Kingdom
Stefan Colley, Canterbury Christ Church University, United Kingdom
Berry Billingsley, Canterbury Christ Church University, United Kingdom

64582   16:20-16:45
"Crowdlearning" at Scale: Leveraging Collective Intelligence of Large Cohorts Through Networked Technology
Jessica Tyrrell, University of Sydney, Australia

09:25-11:05 | B09
Saturday Onsite Presentation Session 1
Teaching Experiences, Pedagogy, Practice & Praxis

Session Chair: Zaruhi Soghomonyan

64122   **09:25-09:50**
21st Century Skills: A Period of Curricular Turmoil?
Astghik Karapetyan, Yerevan State University of Languages and Social Sciences of Valeriy Brusov, Armenia
Zaruhi Soghomonyan, French University in Armenia, Armenia

63929   **09:50-10:15**
Critical Dialogues: An Innovative Assessment Approach to Advancing Critical Reasoning Within the University
Michael Drewett, Rhodes University, South Africa

63771   **10:15-10:40**
Delivering Foundations of Analytics to Undergraduate Management Students
Faye Zhu, Rowan University, United States

63304   **10:40-11:05**
Innovation in Student Communication: How to Leverage Digital Marketing Communication Tools to Better Communicate with Your Students
Mark Adam, Thompson Rivers University, Canada

11:20-12:35 | B09
Saturday Onsite Presentation Session 2
Teaching Experiences, Pedagogy, Practice & Praxis

Session Chair: Tien-Hui Chiang

64399   **11:20-11:45**
Internationalization at Home: The EMI (English-medium Instruction) Pedagogical Accommodation Strategies and Supporting Programmes at Sino-foreign Cooperative Universities in China
Helin Zhao, University of Strathclyde, United Kingdom
Ning (Alan) Huang, University of Strathclyde, United Kingdom
David Kirk, University of Strathclyde, United Kingdom

63766   **11:45-12:10**
Political Podcasting in Hybrid Regimes: Expanding Informal Political Education in Singapore
Walid Jumblatt Abdullah, Nanyang Technological University, Singapore

64872   **12:10-12:35**
The Embeddedness of Visionary Agency Within the Economic-cultural-capital Formation
Tien-Hui Chiang, Anhui Normal University, China

13:35-14:50 | B09

Saturday Onsite Presentation Session 3

Teaching Experiences, Pedagogy, Practice & Praxis

Session Chair: Patricio Cabello

64590   13:35-14:00
The Role of Teachers in the Integration Processes of Refugees: A Critical View on Teacher-Training Policies
Sarra Boukhari, University of Bath, United Kingdom

64496   14:00-14:25
Reconstructing an Online Collaborative Problem-solving Intervention in a Vulnerable Chilean School: A Case Study
Patricio Cabello, Universidad de Chile, Chile
Alessandra Diaz, Universidad de Chile, Chile
Macarena Salas, Universidad de Chile, Chile

56897   14:25-14:50
Bystander Intervention Program as an Effective Tool to Address the Cyberbullying Problems
Yael Zur, The Open University of Israel, Israel
Tali Heiman, The Open University of Israel, Israel
Dorit Olenik-Shemesh, The Open University of Israel, Israel

15:05-16:45 | B09

Saturday Onsite Presentation Session 4

Learning Experiences, Student Learning & Learner Diversity

Session Chair: Dawn Behan

63463   15:05-15:30
Voices From the Classrooms: Educators' Perspectives on Current Issues in Education
Dawn Behan, Mount Mercy University, United States
Jacquelyn Moorman, Mount Mercy University, United States

64762   15:30-15:55
Orphans and School Vulnerabilities in Selected States in Nigeria
Olubukola Olakunbi Ojo, Obafemi Awolowo University, Ile-Ife, Nigeria, Nigeria
Mojirayo Monsurat Afolabi, Obafemi Awolowo University, Ile-Ife, Nigeria
Opeyemi Oyewunmi Ekundayo, Obafemi Awolowo University, Ile-Ife, Nigeria
Akinjide Gabriel Akintomide, Obafemi Awolowo University, Ile-Ife, Nigeria
Oyeyemi Olubukola Babalola, Obafemi Awolowo University, Ile-Ife, Nigeria
Kolawole Taofeek Aliyu, Obafemi Awolowo University, Ile-Ife, Nigeria

63799   15:55-16:20
Unwalling Teaching and Learning of Literature and Humanities in Innovative Learning Spaces (ILS)
Angela Tse, Hong Kong Baptist University, Hong Kong

64498   16:20-16:45
Factors that Predict Student Agency in an Ethnically Segregated School System: The Case of Estonia
Maria Erss, Tallinn University, Estonia

09:25-11:05 | G08
Saturday Onsite Presentation Session 1
Counselling, Guidance & Adjustment in Education

Session Chair: Precious Akintoye

64583   09:25-09:50
What Drives Parents to Be More Involved in Their Child's Online Activities?
Rony Tutian, Western Galilee College, Israel
Maya Kalman-Halevi, Western Galilee College, Israel
Yehuda Peled, Western Galilee College, Israel
Shani Rosengarten, Western Galilee College, Israel

64305   09:50-10:15
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

62363   10:15-10:40
The Power of Counselors in Schools for Working With Staff and Families to Build Protective Factors in the Pandemic
Brett Zyromski, The Ohio State University, United States
Carey Dimmitt, University of Massachusetts Amherst, United States

61985   10:40-11:05
Creating an Inclusive and Health Promoting Learning Environment in Primary School
May Olaug Horverak, Birkenes Learning Centre, Norway
Gerd Martina Langeland, Lillesand Upper Secondary School, Norway

11:20-12:35 | G08
Saturday Onsite Presentation Session 2
Curriculum Design & Development

Session Chair: Niuma Mohamed

63669   11:20-11:45
A Revisiting of Educational Priorities in South Africa in Light of the COVID-19 Pandemic
Rhoda Abiolu, Durban University of Technology, South Africa
Nthuna Juliet Ramohai, Durban University of Technology, South Africa
Linda Zikhona Linganiso, Durban University of Technology, South Africa

64177   11:45-12:10
Reflections on COVID-19 and the Viability of Curriculum Adjustment and Delivery Options in the South African Educational Space
Hosea Olayiwola Patrick, University of KwaZulu-Natal, South Africa
Rhoda Titilopemi Inioluwa Abiolu, Durban University of Technology, South Africa
Oluremi Adenike Abiolu, Federal University of Technology Akure, Nigeria

63578   12:10-12:35
The Effectiveness of a Suggested Training Program by Using Kids Athletics for Developing Physical and Perceptual Skills Related to Health
Majid AL Busafi, Sultan Qaboos University, Oman

13:35-14:50 | G08
Saturday Onsite Presentation Session 3
Design, Implementation & Assessment of Innovative Technologies in Education

Session Chair: Hessa Khalfan Al Ghazal

64353   13:35-14:00
Educate, Empower and Inspire – Sharjah's Child Right Based Approach to Education
Hessa Khalfan Al Ghazal, Supreme Council for Family Affairs, United Arab Emirates

64078   14:00-14:25
Using Social Media as a Learning Tool: An Update to Bloom's Taxonomy
Mehmet Demir, University of Birmingham, United Kingdom

63276   14:25-14:50
Video Games in Literacy Journals: A Systematic Review
Sam Von Gillern, University of Missouri, United States
Hillary Gould, University of Missouri, United States
Brady Nash, Miami University, United States

15:05-16:45 | G08
Saturday Onsite Presentation Session 4
Primary & Secondary Education

Session Chair: Sharon Hardof-jaffe

64267   15:05-15:30
Elementary Students' Digital Life
Sharon Hardof-jaffe, Levinsky College of Education, Israel
Meital Amzalag, Holon Institute of Technology, Israel

61958   15:30-15:55
Is This Our Moonshot Moment?
Sara Ratner, University of Sydney, Australia

63675   15:55-16:20
Connection Between Slovenian Primary School and Public Art Museums
Metoda Kemperl, University of Ljubljana, Slovenia

64559   16:20-16:45
Is There Space to Support Socio-Emotional Wellbeing in Primary School? Confronting a Three-Headed Monster of Competing Priorities
Rebecca Page, Canterbury Christ Church University, United Kingdom

09:25-11:05 | G09
Saturday Onsite Presentation Session 1
Educational Policy, Leadership, Management & Administration
Session Chair: Bolaji Popoola

63077   09:25-09:50
Private Primary School Proprietors' Compliance with Benchmark Minimum Academic Standard in Oyo State, Nigeria
Bolaji Popoola, Emmanuel Alayande College of Education, Nigeria
Joel Babalola, University of Ibadan, Ibadan, Nigeria
Ismail Raji, University of Ibadan, Ibadan, Nigeria

64540   09:50-10:15
First-Year Principals: Surviving the First Year of Principalship
Stephen Earley, Department of Education, Ireland

63754   10:15-10:40
An Evaluation of the Role of the University President in a Constantly Evolving World
Serwan Baban, Kurdistan Region Presidency, Iraq

64459   10:40-11:05
Continuing Professional Development (CPD) of Teachers-Educators via Conference Attendance
Nurit Chamo, Levinsky College of Education, Israel
Dorit Patkin, Levinsky College of Education, Israel

11:20-12:35 | G09
Saturday Onsite Presentation Session 2
Social Justice, Development & Political Movements
Session Chair: Juliette Torabian

63088   11:20-11:45
Learning Poverty and Social Justice: Comparative Analysis of Sustainable Development Challenges in Western and Eastern European Countries
Juliette Torabian, University of Luxembourg, Luxembourg

63216   11:45-12:10
Experiences of Faculty and Student Parents in Universities in the United Arab Emirates During the COVID-19 Pandemic
Martina Dickson, Emirates College for Advanced Education, United Arab Emirates
Rehab Al Hakmani, Emirates College for Advanced Education, United Arab Emirates
Melissa McMinn, Higher Colleges of Technology, United Arab Emirates
Mariam Al Hashmi, Zayed University, United Arab Emirates
Jessica Midraj, Khalifa University, United Arab Emirates
Deena Elsori, Abu Dhabi University, United Arab Emirates

62494   12:10-12:35
Supporting Students of Incarcerated Parents Utilizing the 'Bill of Rights for Children of Incarcerated Parents' (SFCIPP, 2005)
Monique Jordan, Southern New Hampshire University, United States

13:35-14:50 | G09
Saturday Onsite Presentation Session 3
Social Justice, Development & Political Movements

Session Chair: Paula M Carbone

63377   13:35-14:00
Determinant of Success Factors of Women Entrepreneurs in Ibaan, Batangas: Input to Gender and Development Mainstreaming
Myrna De Castro, Dr. Juan A. Pastor Memorial National High School, Philippines
Ma. Natasha Alexandria De Castro, Batangas State University, Philippines
Mary Grace Joan De Castro, Batangas State University, Philippines

63267   14:00-14:25
Empowered Administrators or Policy Subjects? Discursive Practices Among Staff in Inner-city Chilean Schools
Andrew Webb, Pontificia Universidad Catolica de Chile, Chile
Sandra Becerra, Universidad Catolica de Temuco, Chile
Macarena Sepulveda, Pontificia Universidad Católica de Chile, Chile

63435   14:25-14:50
Sustainable Literacies: Shaping a Shared Global Future in U.S. Secondary English Courses
Paula M Carbone, University of Southern California, United States

15:05-16:45 | G09
Saturday Onsite Presentation Session 4
Design, Implementation & Assessment of Innovative Technologies in Education

Session Chair: Stuart O'Connor

64497   15:05-15:30
EmotiMask: Mapping Mouth Movements to an LED Matrix For Improving Recognition When Teaching With a Face Mask
Salim Hasshu, De Montfort University, United Kingdom*

63798   15:30-15:55
Observing Resiliency in Early Childhood Teachers Using VR and EEG
Rumaisa Abu Hasan, Universiti Teknologi PETRONAS, Malaysia
Syed Saad Azhar Ali, Universiti Teknologi PETRONAS, Malaysia
Tong Boon Tang, Universiti Teknologi PETRONAS, Malaysia
Muhamad Saiful Bahri Yusoff, Universiti Sains Malaysia, Malaysia
Mazlina Che Mustafa, Universiti Pendidikan Sultan Idris, Malaysia
Masayu Dzainudin, Universiti Pendidikan Sultan Idris, Malaysia

64549   15:55-16:20
A Survey about the Use of Educational Robots and Physical Computing Devices in Computer Science Lessons at German Secondary Schools
Kira Bungert, Frauenhofer FKIE, Germany
Lilli Bruckschen, Frauenhofer FKIE, Germany

64595   16:20-16:45
Using Virtual Avatars to Explore The Impact of Instructors' Gender, Race, and Qualification on Perceived Learning in an Online Classroom
Nishtha Lamba, Middlesex University Dubai, United Arab Emirates
Sameer Kishore, Middlesex University Dubai, United Arab Emirates
Olga Khokhlova, Middlesex University Dubai, United Arab Emirates

09:25-11:05 | G10
Saturday Onsite Presentation Session 1
Educational Policy, Leadership, Management & Administration
Session Chair: Akeem Adekunle

64563   09:25-09:50
Process Agility in University Lab Management during the COVID-19 Pandemic: Case Study of a University Electron Microscopy Lab
Fangyuan Shen, University of Manchester, United Kingdom

63451   09:50-10:15
Teacher Agency in the Context of Curriculum Reform – An International Scoping Review
Hien Dinh, Tampere University, Finland

64099   10:15-10:40
The Impact of Teacher Characteristics on Standardized Student Achievement in Mathematics in Fourth Grade Through Eighth Grade: A Systematic Review
Ahmad Abotalib, University of Glasgow, United Kingdom

63241   10:40-11:05
Demand for and Supply of Trade/Entrepreneurship Subjects Teachers in Public Secondary Schools in Oyo State, Nigeria
Akeem Adekunle, University of Lagos, Nigeria

11:20-12:35 | G10
Saturday Onsite Presentation Session 2
Educational Research, Development & Publishing
Session Chair: Wannawee Boonkoum

63827   11:20-11:45
Adult L2 Learners' Perceptions of Peer Feedback Versus Teacher Feedback: A Thesis Research into the Perceptions of Egyptian EFL Learners
Ahmed Shalaby, The American University in Cairo, Egypt

64245   11:45-12:10
Developing a Conceptual Model: Integrating CALL with TBLT
Naureen Shehzad, Higher Colleges of Technology, United Arab Emirates

63596   12:10-12:35
Professional Learning Community of Learners in Primary Schools in Thailand
Wannawee Boonkoum, Silpakorn University, Thailand

13:35-14:50 | G10
Saturday Onsite Presentation Session 3
Higher Education

Session Chair: Doaa Hamam

63397   13:35-14:00
Preparing Higher Education Teachers for Successful Online Teaching: Where Does Your Students' Motivation Come From?
Doaa Hamam, Higher Colleges of Technology, United Arab Emirates

64427   14:00-14:25
An Alternative Evaluation Approach Adapted for Pandemic Related Challenges: From Crisis to Educational Opportunities
Meital Amzalag, Holon Institute of Technology, Israel
Dan Kohen-Vacs, Holon Institute of Technology, Israel

63313   14:25-14:50
An Examination of the Impact of Online Education Due to COVID-19 on Women Studying Engineering at Two UK Universities
Chloe Bellamy, University of Portsmouth, United Kingdom

15:05-16:45 | G10
Saturday Onsite Presentation Session 4
Session Topic: Foreign Languages Education & Applied Linguistics

Session Chair: Mohammad Ahmadi Safa

64577   15:05-15:30
The Effect of Pragmatics Instruction on the Development of English Students' Writing Skills: Pilot Research Results
Žaneta Voldánová, Masaryk University, Czech Republic

64145   15:30-15:55
Understanding of the Motivation of Learning Foreign Languages Other Than English (LOTEs) Through Self-determination Theory
Lianxin Li, Bishop Grosseteste University, United Kingdom

64602   15:55-16:20
Validating a Reading Anxiety Scale and Exploring the Impact of Anxiety and Aptitude on Non-English Major Learners' Reading Performance
Lian Zhu, University College London, United Kingdom

63753   16:20-16:45
Evaluation of a Bespoke Work-related English Language Course for Newcomers in Northern Ireland
Declan Flanagan, Health and Social Care Trust - Belfast, United Kingdom

09:25-11:05 | G12
Saturday Onsite Presentation Session 1
Psychology of the Learner
Session Chair: Lucie Betakova

64633   09:25-09:50
Exploring the Use of Oral Communication Strategies by Speakers of French as a Foreign Language
Nataliia Vesnina, Aarhus University, Denmark

64516   09:50-10:15
Plurilingual Approach in a Multicultural Classroom
Etsuko Yamada, Hokkaido University, Japan

64742   10:15-10:40
Sensitivity to Agreement Morphology in Native and Nonnative English: Evidence from Self-Paced Reading Experiments
Sonthaya Rattanasak, Chulalongkorn University, Thailand
Nattama Pongpairoj, Chulalongkorn University, Thailand

56282   10:40-11:05
Interaction and Discourse in ELT and Their Psychological Determinants
Lucie Betakova, University of South Bohemia, Czech Republic
Petr Dvorak, University of South Bohemia, Czech Republic

11:20-12:35 | G12
Saturday Onsite Presentation Session 2
Professional Development
Session Chair: Jordan Gonzalez

64127   11:20-11:45
Enabling Pre-service Teachers to Connect Theory to Practice
Miri Yochanna, Kibbutzim College of Education, Israel
Monica Levy, Kibbutzim College of Education, Israel

63405   11:45-12:10
Student Teachers' Perceptions of Online Preparation for Face-to-face Teaching English
Katerina Keplova, Masaryk University in Brno, Czech Republic
Irena Reimannova, University of Pardubice, Czech Republic

61943   12:10-12:35
Bilingual Problems of Practice Protocol and Discoveries: Supporting In-Service Teachers of English Learners during COVID-19
Jordan Gonzalez, St. John's University, United States

13:35-14:25 | G12
Saturday Onsite Presentation Session 3
Approaches

Session Chair: David Rosenstein

64320   13:35-14:00
An Action-Oriented Approach to Teaching EAP – Promoting English Proficiency through Digital Literacy Exploring Global Issues in a Blended Manner
Tal Levy, Ruppin Academic College, Israel

62341   14:00-14:25
In Praise of Rote Learning of Academic Vocabulary Lists
David Rosenstein, Ben Gurion Unviersity of the Negev, Israel

15:05-16:45 | G12
Saturday Onsite Presentation Session 4
Plurilingualism - Bilingualism

Session Chair: Tal Levy

62346   15:05-15:30
Teacher Pedagogical Knowledge and Plurilingual Learners: An Australian Perspective
Sue Ollerhead, Macquarie University, Australia

63995   15:30-15:55
Language Awareness and Communication Strategies in ELF-aware Language Teacher Education
Paola Vettorel, University of Verona, Italy
Monica Antonello, University of Verona, Italy

64342   15:55-16:20
How the European Charter for Regional or Minority Languages Limits Itself from Harnessing Its Economic and Societal Benefits
Walther Glodstaf, University of Illinois at Urbana-Champaign, United States

62598   16:20-16:45
Phrasing It Differently: Understanding Multilingual Children's Social and Communicative Competence Through Language Mixing
Xiao-lei Wang, Adelphi University, United States

09:25-11:05 | G20
Saturday Onsite Presentation Session 1
Higher Education

Session Chair: Petia Gueorguieva

63460   **09:25-09:50**
Student Engagement at the Center for Cellular and Biomolecular Machines: Best Practices to Bridge Research and Education at UC Merced
Petia Gueorguieva, University of California Merced, United States
Sayantani Ghosh, University of California Merced, United States

64119   **09:50-10:15**
Bringing Surgery to the Student: Flipping the Theatre
Marcus Pedersen, University College London, United Kingdom
Hannah Timlin, Moorfields Eye Hospital, United Kingdom

63457   **10:15-10:40**
Improving Practice in Engineering Education: An Exploration of Female Engineering Students' Perceptions of Their Resilience
Kathryn Lyndon, University of Portsmouth, United Kingdom

64546   **10:40-11:05**
Sleep in the Medical Student Population
Lauren Glen, University of Sheffield, United Kingdom

11:20-12:35 | G20
Saturday Onsite Presentation Session 2
Applied Linguistics Research

Session Chair: Masahiro Takimoto

64328   **11:20-11:45**
Fostering Creative Thinking by Making Videos of Poems on Mobile Phones
Kieran O'Halloran, King's College London, United Kingdom

64363   **11:45-12:10**
Teacher Trainees' Self–Efficacy Beliefs in Light of Their Perceived Language Aptitude and Explicit–Implicit Language Learning Behavior
Anna Zólyomi, Eötvös Loránd University, Hungary

62122   **12:10-12:35**
The Relationship Between the Effects of Metaphor-based Approach and the Right-hemisphere Involvement in Developing EFL Learners' Knowledge of Degrees of Sureness
Masahiro Takimoto, University of Cambridge, United Kingdom

13:35-14:50 | G20
Saturday Onsite Presentation Session 3
International Education

Panel Presentation

62987   13:35-14:50
Violence and Social Justice in International Education
Miglena Todorova, University of Toronto, Canada
Nana Gulic, University of Toronto, Canada
Hayely Brooks Brooks, University of Toronto, Canada

15:05-16:45 | G20
Saturday Onsite Presentation Session 4
Higher Education

Session Chair: Neil Edward Barrett

64442   15:05-15:30
Resilient Connections for Global Citizenship – Virtual Exchanges in the Age of the COVID-19 Pandemic
Matt Absalom, University of Melbourne, Australia
Roberta Trapè, University of Melbourne, Australia

63198   15:30-15:55
Whiteboard Animations for Developing English Academic Oral Presentation Skills and Reducing Public Speaking Anxiety
Neil Edward Barrett, Southern Taiwan University of Science and Technology, Taiwan

64126   15:55-16:20
Enhancing Higher Education Teaching and Learning Experiences Through International Collaboration
Carinda Williams, North West University, South Africa
Clarise Mostert, North West University, South Africa
Marieta Jansen van Vuuren, North-West University, South Africa

64588 16:20-16:45
Exploring the Factors that Influence the Persistence of Arab Youth in STEM Disciplines and Careers
Zubair Ahmad, Qatar University, Qatar
Nitha Siby, Qatar University, Qatar
Jolly Bhadra, Qatar University, Qatar
Noora Al-thani, Qatar University, Qatar

Notes

Sunday, July 17

Parallel Sessions

All times are in British Summer Time (UTC+1)

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

09:35-11:15 | B08
Sunday Onsite Presentation Session 1
Nurturing Creativity & Innovation: New, Innovative & Radical Education
Session Chair: Mei-Shiu Chiu

64285   09:35-10:00
Teachers' Perceptions of their Goals: Toward Pro-SEL Pedagogy
Enas Qadan, Al-Qasemi Academic College, Israel
Wisam Chaleila, Al-Qasemi Academic College, Israel
Lena Gnaim - Abu Touma, Al-Qasemi Academic College, Israel

64073   10:00-10:25
Establishing a Writing Practice Remotely: A WhatsApp Course for Academics
Moyra Keane, University of Johannesburg, South Africa

64192   10:25-10:50
Parents' Experiences and Opinions About Using Virtual Reality for Educational Purposes
Mei-Shiu Chiu, National Chengchi University, Taiwan

62805   10:50-11:15
Resilience Embodied in Conversations and Creativity During a Covid Context
Beverley Hayward, Birkbeck, University of London, United Kingdom

11:30-12:45 | B08
Sunday Onsite Presentation Session 2
Mind, Brain & Psychology
Session Chair: Korinne Louison

64587   11:30-11:55
Conceptualisation of Teacher Wellbeing: A Configurative Systematic Literature Review
Mumine Ozturk, University of Manchester, United Kingdom
Michael Wigelsworth, University of Manchester, United Kingdom

64613   11:55-12:20
Investigating the Structural Validity of the Wechsler Intelligence Scale for Children (5th Edition) in a Referred Sample
Korinne Louison, The University of the West Indies, St. Augustine, Trinidad and Tobago
Jovelle Donaldson, The University of the West Indies, St. Augustine, Trinidad and Tobago
Faaria Mohammed, The University of the West Indies, St. Augustine, Trinidad and Tobago

63158   12:20-12:45
The Effects of Mindfulness on Adolescents with Special Needs' Readiness for Learning
Jovial Teo, Association for Persons with Special Needs, Singapore
Wendy Yeo, Association for Persons with Special Needs, Singapore

13:45-14:35 | B08
Sunday Onsite Presentation Session 3
Design, Implementation & Assessment of Innovative Technologies in Education

Workshop Session

64603   13:45-14:35
The Launch of the GES (Graduate Employability Skills) App
Graham Scott, University of the West of Scotland, United Kingdom
Liz Boyle, University of the West of Scotland, United Kingdom
Sobah Abbas Petersen, NTNU, Norway
Ewa Topolewska-Siedzik, UKSW, Poland
Athanassios Jimoyiannis, University of the Peloponnese, Greece
Gillian Bruce, University of the West of Scotland, United Kingdom

14:50-16:30 | B08
Sunday Onsite Presentation Session 4
Design, Implementation & Assessment of Innovative Technologies in Education

Session Chair: Yao Wang

63430   14:50-15:15
Use of Video in Teaching and Learning: An Action Research on Video Pedagogy Implementation at The Maldives National University
Niuma Mohamed, The Maldives National University, Maldives
Aminath Shafiya Adam, The Maldives National University, Maldives
Hussain Afzal, The Maldives National University, Maldives

64539   15:15-15:40
Working with Robots: Design and Evaluation of an Introductory Computer Science Teaching Unit With Educational Robots
Kira Bungert, Frauenhofer FKIE, Germany
Lilli Bruckschen, Frauenhofer FKIE, Germany
Maren Bennewitz, University of Bonn, Germany

63500   15:40-16:05
Augmented Reality (AR) for Chemistry Education to Promote Understanding of the Substance-particle Concept in Teacher Trainings
Melanie Ripsam, Technical University of Munich (TUM), Germany
Claudia Nerdel, Technical University of Munich (TUM), Germany

64547   16:05-16:30
Conceptual and Methodological Challenges in the Design of a Decolonization-Inspired Teaching & Learning Toolkit
Yao Wang, University of East Anglia, United Kingdom
Surya Simon, University of East Anglia, United Kingdom
Suzanne Henry, University of East Anglia, United Kingdom
Thinh Pham, University of East Anglia, United Kingdom
Ulrike Theuerkauf, University of East Anglia, United Kingdom

09:35-11:15 | B09
Sunday Onsite Presentation Session 1
Learning Experiences, Student Learning & Learner Diversity

Session Chair: Clarise Mostert

63311   09:35-10:00
Students' Perceived Barriers of the Use of OER: The Case of a South African Higher Education Institution
Clarise Mostert, North-West University, South Africa
Verona Leendertz, North-West University, South Africa

64412   10:00-10:25
Exploring Students' Ways of Learning English for Customizing English Instruction
Petra Langerová, Brno University of Technology, Czech Republic

63478   10:25-10:50
Perfecting Student-led Sustainable Mock OSCEs for Medical Students
Zaina Salahuddin, University of Edinburgh, United Kingdom

64564   10:50-11:15
Work Placement Abroad as Part of Innitial Vocational Education and Training. Adventure or Future Career Enhancement?
Michal Pachocki, Polish Academy of Sciences, Polish Erasmus+ National Agency, Poland

11:30-12:45 | B09
Sunday Onsite Presentation Session 2
International Communication

Session Chair: Sachpasidi Christina

64607   11:30-11:55
Development in and Outside of Classroom: International Perspectives
Gunel Eyvazli, Azerbaijan School of Diplomacy, Azerbaijan

64520   11:55-12:20
Identities and Transition: Exploring Black-African International Students' Experiences of Transitioning into Global North Higher Education Institutions
Sachpasidi Christina, University of Edinburgh, United Kingdom
Barbara Bompani, University of Edinburgh, United Kingdom

64606   12:20-12:45
Global Citizenship Education in Model United Nations: Does it Work in China?
Yuemiao Ma, University of Edinburgh, United Kingdom

13:45-14:35 | B09
Sunday Onsite Presentation Session 3
Gifted Education, Special Education, Learning Difficulties & Disability

Session Chair: Eva Yin-han Chung

64544   **13:45-14:10**
"Looking for a Needle in the Haystack": Autism, Motherhood, Resilience in the Context of Cascading COVID-19 Challenges
Fatma Guzel, University of Wolverhampton, United Kingdom

64464   **14:10-14:35**
Outcomes and Impact of Robot-mediated Social Skill Training Programme to Enhance the Social Participation of the Children with Autism Spectrum Disorder
Eva Yin-han Chung, The Education University of Hong Kong, Hong Kong

14:50-16:30 | B09
Sunday Onsite Presentation Session 4
Culture, Inter/Multiculturalism & Language

Session Chair: Doha Abu Alsaud

64255   **14:50-15:15**
In Their Shoes: A Framework to Enhance Faculty Intercultural Competence Through Virtual Reality and Self-Reflection
Ragia Hassan, Indiana University of Pennsylvania, United States

63171   **15:15-15:40**
Language as a Governance Issue in an Integrated Community in South Africa
Sandiso Ngcobo, Mangosuthu University of Technology, South Africa

63070   **15:40-16:05**
"Crying and Chaos" – Starting School Experiences of Teachers in the United Arab Emirates (UAE)
Rachel Takriti, United Arab Emirates University, United Arab Emirates
Susan Atkinson, Leeds Beckett University, United Kingdom
Bridgette Rickett, Leeds Beckett University, United Kingdom

64393   **16:05-16:30**
Harnessing the Unspeakable: Effect of Using Creative Methodological Tools to Speak About Emotions in Higher Education
Doha Abu Alsaud, University of Business and Technology, Saudi Arabia

09:35-11:15 | G08
Sunday Onsite Presentation Session 1
Professional Training, Development & Concerns in Education

Session Chair: Susan Tilley

64738   09:35-10:00
Online Assessment in the Light of Resilience
Renáta Nagy, University of Pécs, Hungary
Alexandra Csongor, University of Pécs Medical School, Hungary
Vilmos Warta, University of Pécs Medical School, Hungary

64290   10:00-10:25
Preservice Teacher Professional Identity: Influence of the Teacher Educator and the Teacher Education Model
David Cuadra, Atacama University, Chile
Pablo J. Castro-Carrasco, La Serena University, Chile
Ingrid González-Palta, Alberto Hurtado University, Chile
Cristián Oyanadel, Concepción University, Chile
José Sandoval-Díaz, Bio Bio University, Chile
Daniel Pérez-zapata, University of Birmingham, United Kingdom

64487   10:25-10:50
Impact of Professional Learning and Development Activities Participated in by Secondary School Mathematics Teachers Through Kirkpatrick's Evaluation Levels
Hazel Diaz, Saint Mary's University, Philippines

64252   10:50-11:15
Teacher Inquiry Groups and Their Role in Advancing Critical Qualitative Research in K-12 Schools
Susan Tilley, Brock University, Canada

11:30-12:45 | G08
Sunday Onsite Presentation Session 2
Professional Training, Development & Concerns in Education

Session Chair: Iris Gertner

64548   11:30-11:55
Cultivating Compassionate Resilience in Healthcare Practitioners
Ann Pettit, Anglia Ruskin University, United Kingdom
Andy McVicar, Anglia Ruskin University, United Kingdom
Pamela Knight-Davidson, Anglia Ruskin University, United Kingdom
Adelle Shaw-Flach, Anglia Ruskin University, United Kingdom

64265   11:55-12:20
Evaluation of Obstetrics' Service
Iris Gertner, Hadassah Academic College, Israel

62529   12:20-12:45
Gender Equity Prioritization by and Gender Attitudes of Professors in Teacher Preparation Programs
Amanda Murchison, Goffstown High School and Southern New Hampshire University, United States

13:45-14:35 | G08
Sunday Onsite Presentation Session 3
Professional Development

Session Chair: Tina Waldman

64307   13:45-14:10
The Existence and Influence of SOCITS on Preservice EFL Teachers' Choices to Pursue a Teaching Career
Monica Levy, Kibbutzim College of Education, Israel

63994   14:10-14:35
Pre-service Teacher Training and the Role of Internationalization for Nurturing Intercultural Competencies
Tina Waldman, Kibbutzim College of Education, Israel
Beverley Topaz, Kibbutzim College of Education, Israel

14:50-16:30 | G08
Sunday Onsite Presentation Session 4
Learning Experiences, Student Learning & Learner Diversity

Session Chair: Marilee Bresciani Ludvik

60113   14:50-15:15
The Mediating Effect of Resilience and Self-concept in the Relationship Between Bullying Victimization and Sense of Well Being Among Adolescents
Dorit Olenik-Shemesh, The Open University of Israel, Israel
Tali Heiman, The Open University of Israel, Israel

63821   15:15-15:40
Exploring Cross-cultural Concepts of Happiness
Bihan Qaimari, Birzeit University, Jordan

63933   15:40-16:05
Association of School Engagement, Well-being, Resilience, and Growth Mindset Among Adolescents in High School
Bushra Hassan, International Islamic University Islamabad, Pakistan
Nazia Iqbal, International Islamic University Islamabad, Pakistan

62782   16:05-16:30
Leveraging Malleable Intrapersonal Competencies to Close Achievement Gaps
Marilee Bresciani Ludvik, University of Texas Arlington, United States

10:25-11:15 | G09
Sunday Onsite Presentation Session 1
Educational Research, Development & Publishing
Session Chair: Samuel Okunade

63676   10:25-10:50
Research Engagement in Africa: Cost and Challenges
Samuel Okunade, University of Pretoria, South Africa
Frans Swanepoel, University of Pretoria, South Africa

64298   10:50-11:15
The Transformation of Educational Research in Kazakhstan: How Kazakhstani Researchers Conceptualize the Nature, Purposes, and Functions of Educational Research
Marya Bekova, Nazarbayev University, Kazakhstan
Elaine Sharplin, Nazarbayev University, Kazakhstan
Laura Karabassova, Zhubanov University, Kazakhstan

11:30-12:45 | G09
Sunday Onsite Presentation Session 2
Teaching Experiences, Pedagogy, Practice & Praxis
Session Chair: Shao Ying Zhu

64536   11:30-11:55
Teaching Large Computer Network Class With Automated Marking
Shao Ying Zhu, Birmingham City University, United Kingdom

63087   11:55-12:20
The Emergence and Nature of Student-generated Questions in Virtual and Face-to-Face Secondary Science Classes
Piotr Mazowiecki-Kocyk, University College London, United Kingdom

64538   12:20-12:45
Former Engineers Teaching Mathematics: Perceptions of Mathematical Understanding
Yael Furman-Shaharabani, ORT Braude College, Israel
Ira Raveh, ORT Braude College, Israel

13:45-14:35 | G09
Sunday Onsite Presentation Session 3
Assessment Theories & Methodologies

Workshop Session

63967   13:45-14:35
Examining the Impact of Classroom Group Identity Development in an Urban Science Classroom
Stefania Macaluso, Teachers College Columbia University, United States
Felicia Mensah, Teachers College Columbia University, United States

14:50-16:30 | G09
Sunday Onsite Presentation Session 4
Teaching Experiences, Pedagogy, Practice & Praxis

Session Chair: Deborah Golden

64074   14:50-15:15
Discover Theatrical Magic: How to Make a Student Love School Community Through Theatrical Creativity and Theatrical Texts
Anthoullis Demosthenous, Ministry of Education, Cyprus

64557   15:15-15:40
Assessing Sustainability in UAE Schools
Sandra Knuteson, American University of Sharjah, United Arab Emirates
Sana Sayed, American University of Sharjah, United Arab Emirates
Marie-France Waxin, American University of Sharjah, United Arab Emirates

64152 15:40-16:05
Reduce Academic Fatigue and Enhance Retention for the Determined Ones (TDOs) in Online Learning
Jacqui Lottin, The Higher Colleges of Technology, United Arab Emirates

64398   16:05-16:30
Kindergarten in Community: The Case of the Kibbutz
Deborah Golden, University of Haifa, Israel
Ora Aviezer, Tel Hai Academic College and University of Haifa, Israel

09:35-10:50 | G10
Sunday Onsite Presentation Session 1
Gifted Education, Special Education, Learning Difficulties & Disability
Session Chair: Miri Krisi

63677   09:35-10:00
Mathematics in Southern Europe: Mathematics Education and Performance, Through the Prism of Pisa, in Greece, Italy, Portugal and Spain
Eleni Nolka, Harokopio University of Athens, Greece
Chryssa Sofianopoulou, Harokopio University of Athens, Greece

63054   10:00-10:25
Effect of Peer Mentoring on the Mentors Themselves: A Case Study of College Students
Miri Krisi, Ashkelon Academic College, Israel
Revital Nagar, Bar Ilan University, Israel

62568   10:25-10:50
Progressing Education & Difference: Gifted Education, Special Education, Learning Difficulties & Disability into a New Normal World
Parin Somani, Independent Scholar, United Kingdom

11:30-12:45 | G10
Sunday Onsite Presentation Session 2
Higher Education
Session Chair: Ghaida Alzahrani

64095   11:30-11:55
Argumentative Practice in Higher Education: Theoretical Reasons From Vygotsky
Ingrid González-Palta, Universidad Alberto Hurtado, Chile

64740   11:55-12:20
Evaluation of Graduate Teaching Assistant Training in Sociology: Preliminary Findings from the GTA Academy and its Impact on Students
Venetia Evergeti, University of Surrey, United Kingdom

63178   12:20-12:45
Impact of Globalization on the English Language Teaching Among EFL Learners
Ghaida Alzahrani, Najran University, Saudi Arabia

13:45-14:35 | G10
Sunday Onsite Presentation Session 3
Interdisciplinary, Multidisciplinary & Transdisciplinary Education

Session Chair: Olubukola Olakunbi Ojo

64266   13:45-14:10
The Influence of Entrepreneurship Education on Business Students in Cambodia: Mindset Shift
Yamuna V Sithambalam, American University of Phnom Penh, Cambodia

63177   14:10-14:35
Gendered Double Standards of Sexual Health Among Students of Tertiary Institutions in Osun State and Its Implication for Counselling
Olubukola Olakunbi Ojo, Obafemi Awolowo University, Nigeria
Tolulope Oluwatomilayo Ojo, Obafemi Awolowo University, Nigeria

14:50-16:30 | G10
Sunday Onsite Presentation Session 4
Higher Education / Lifelong Distance Learning & Adult Education

Session Chair: Nawar Golley

63920   14:50-15:15
Towards Better Education: Women in STEM
Nawar Golley, American University of Sharjah, United Arab Emirates

62258   15:15-15:40
Validating and Profiling Lifelong Learning Attributes (LLLA) Among Students of Islamic Tertiary Education Institutions
Abdulmajid Mohammed Abdulwahab Aldaba, International Islamic University Malaysia, Malaysia
Ainol Madziah Zubairi, International Islamic University Malaysia, Malaysia

64529   15:40-16:05
The Role of Higher Education in Developing Female Students' Social and Cultural Identities: A Case Study of One University
Maha Alyousef, University of Hail, Saudi Arabia

63063   16:05-16:30
Higher Education and Graduates' Unemployability in Nigeria: The Policy Implication
Kamorudeen Aselebe, Emmanuel Alayande College of Education, Nigeria

09:35-11:15 | G12
Sunday Onsite Presentation Session 1
Language Teaching Approaches

Session Chair: Maureen Andrade

63108   09:35-10:00
Developing Language and 21st C Skills Through Problem-based Learning
Sophie Farag, The American University in Cairo, Egypt

63400   10:00-10:25
The Rhetoric of Language Teaching
Orly Kayam, Wingate Academic College, Israel

63284   10:25-10:50
Business School Strategies for English Language Development
Maureen Andrade, Utah Valley University, United States

63301   10:50-11:15
Emirati Parents' Involvement in Their Children's English Education
Ghadah Al Murshidi, United Arab Emirates University, United Arab Emirates

11:30-12:45 | G12
Sunday Onsite Presentation Session 2
Culture and Language

Session Chair: Thi Tan Le

62771   11:30-11:55
EFL Students' Perceptions of and Engagement With Teachers' Written Corrective Feedback
Orit Zeevy-Solovey, Tel Aviv University, Israel

64173   11:55-12:20
International Virtual Exchange: Promoting Effective Cross-cultural Communication among Pre-service English as an International Language Teachers
Beverley Topaz, Kibbutzim College of Education, Israel
Tina Waldman, Kibbutzim College of Education, Israel
Gotz Schwab, University of Ludwigsburg, Germany

63505   12:20-12:45
Expanding Vocabulary and Improving Reading Skills Through Clilstore: An Open Access Authoring Tool and Repository
Ana Gimeno, Universitat Politècnica de València, Spain

13:45-14:35 | G12
Sunday Onsite Presentation Session 3
Higher Education
Workshop Session

63443   13:45-14:35
Factors Contributing to Quality Performance in a Foundation Course at a Higher Education Institution
Marcia Conway, University of Guyana, Guyana

14:50-16:30 | G12
Sunday Onsite Presentation Session 4
Culture and Language

Session Chair: Anthonia Bamidele

64327   14:50-15:15
The Association Between Digital Media Technology and the Development of Children's Phonological Awareness
Fathi Ihmeideh, The Hashemite University, Jordan

64309   15:15-15:40
Investigating Procedures for Translating Vietnamese Noodle Cuisines Into English: Application to Language Teaching
Thi Tan Le, The University of Danang, Vietnam

62554   15:40-16:05
English – The Bridge within a Foreign Language Classroom Context in Bahrain
Anthonia Bamidele, University of Technology, Bahrain

63458   16:05-16:30
English-immersion Education in Chile: How Do Schools See Themselves?
Anne Westmacott, Universidad de los Andes, Chile
Annjeanette Martin, Universidad de los Andes, Chile

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Peiqi Ye, East China Normal University, China

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Yuanyuan Lu, Tomorrow Advancing Life (TAL), China

64578
Analysis of the Causes of Excessive Use of Mobile Electronic Devices by Disadvantaged Children and Educational Interventions
Hongjing Wang, Jiangsu Normal University, China
Zhidan Wang, Jiangsu Normal University, China

64623
Self-efficacy in Creative Thinking Development: An Investigation From an Online Asynchronous Training
Jui-Ling Chiang, National Chengchi University, Taiwan
Yu-Chu Yeh, National ChengChi University, Taiwan

64626
Making Creative Thinking Visible: An Approach to Enhance Preservice Teachers' Professional Knowledge in Creativity Instruction
Yu-chu Yeh, National Chengchi University, Taiwan
Jui-Ling Chiang, National Chengchi University, Taiwan
Yu-Shan Ting, National Chengchi University, Taiwan
Chih Min Wang, National Chengchi University, Taiwan

63480
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Nijolė Čiučiulkienė, Vytautas Magnus University, Lithuania

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Sofia Di Sarno-García, Universitat Politècnica de València, Spain

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Fatimah Alsaiari, University of Leicester, United Kingdom

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I'm Finally Going to Do What I Want to Do: The Re-engagement Experiences of 'Older' Mature Learners in Further Education
Conor Mellon, National College of Ireland, Ireland
Karen Ryan, National College of Ireland, Ireland

Assessment Theories & Methodologies

62630
Item Response Theory: A Bibliometric Analysis of Scopus-indexed Publications
Jeanfrank Teodoro Dantas Sartori, Federal University of Parana, Brazil

64130
Remote Exams: The Move From Traditional Exam Questions to Case Study Style Assessment
Ellen Spender, Swansea University, United Kingdom

64447
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Jeffrey Imer Salim, Mindanao State University Tawi-Tawi College of Technology and Oceanography, Philippines
Wilham Hailaya, Mindanao State University Tawi-Tawi College of Technology and Oceanography, Philippines

Culture, Inter/Multiculturalism & Language

63459
Supporting Your Child in Sexuality Education: Negotiating the School/Immigrant Family Boundary
Gabrielle Morin, Université du Québec à Montréal, Canada

Curriculum Design & Development

64576
Implementation of an Efficient Strategy to Analyze the Mathematical Training Required in Undergraduate Degrees in Engineering and Architecture
Esmeralda Mainar, University of Zaragoza, Spain
Pilar Brufau, University of Zaragoza, Spain
Almudena Fernández, University of Zaragoza, Spain
Carmen Galé, University of Zaragoza, Spain
Sergio Serrano, University of Zaragoza, Spain

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

63804
Inclusive Research With People With Intellectual Disabilities as Co-researchers – Towards Emancipation
Monika Parchomiuk, University of Maria Curie Sklodowska in Lublin, Poland

63828
Learning to Express Pain: Book-based Medical Expression AAC Learning for Individuals With Developmental Disabilities
Jieun Kwon, Ewha Women's University, South Korea
Jusung Kim, Ewha Women's University, South Korea
Yunha Park, Ewha Women's University, South Korea
Hyelin Kim, Ewha Women's University, South Korea
Youngsun Lee, Ewha Women's University, South Korea

64466
A Case Study of Students From Hearing Impairment School Participating in a Gender Equality Micro-film
Chingju Wang, Taichung Special School for the Students With Hearing Impairments, Taiwan

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

62404
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Esther Rodríguez-Quintana, Complutense University of Madrid, Spain
Lea Plangger, Complutense University, Spain
Sara García de Villa, Alcalá University, Spain

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

64072
Does Education Impact In-group Trust and Out-group Trust Differently: New Evidence from China
Zhuang Hao, Huazhong Agricultural University, China
Zerui Tian, Columbia University, United States

64596
Towards a Sustainable Future in Times of Uncertainty: Tracing Chinese International Students' Psychological and Academic Adjustments in the UK
Yueshan Zhang, The University of Hong Kong, China
Guangxiang Liu, The Chinese University of Hong Kong, China

Educational Policy, Leadership, Management & Administration

64171
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Ranya El Haddad, The British University in Dubai, United Arab Emirates

64335
Introducing Virtual Writing Centers in Japanese High Schools to Support Teachers Implementing Changes to the English Curriculum
Chris Harwood, Sophia University, Japan

Educational Research, Development & Publishing

63249
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Chian-Wen Kao, Chihlee University of Technology, Taiwan
Si-Yi Chen, Chihlee University of Technology, Taiwan
Kai-Wei Hong, Tungnan University, Taiwan

64059
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Manuel Garcon, University of French West Indies, Martinique

64441
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Alena Srbená, Palacký University Olomouc, Czech Republic
Nicole Gattnarová, Palacký University in Olomouc, Czech Republic
Veronika Gajdová, Palacký University in Olomouc, Czech Republic

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Wendy Hiew, Universiti Malaysia Sabah, Malaysia

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Josefina Bengoechea, European Business University of Luxembourg, Luxembourg
Alex Bell, University of Wales Saint Trinity David, United Kingdom

64471
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Elias Said-Hung, Universidad Internacional de la Rioja, Spain
Sergio Arce-Garcia, Universidad Internacional de la Rioja, Spain

Interdisciplinary, Multidisciplinary & Transdisciplinary Education

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Rong Yan, Xi'an Jiaotong-Liverpool University, China
Miao Li, University of Houston, United States
Jiajun LIU, Xi'an Jiaotong-Liverpool University, China

64524
Study on the Establishment of a Structured Library for Clothing Design – The Case of Menswear
ChiuLan Yeh, Tatung University, Taiwan
Fu-Yuan Li, Tatung University, Taiwan

International Education

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Cai Yue Yue, Universiti Teknologi Malaysia, Malaysia
Nor Akmar Nordin, Universiti Teknologi Malaysia, Malaysia

64203
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Ericka Uribe Bravo, Tecnologico de Monterrey, Mexico
Sandra Lizzeth Hernández-Zelaya, Pontifical University of Salamanca, Spain

64318
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Ismat Aldmour, Al-baha University, Saudi Arabia

Learning Experiences, Student Learning & Learner Diversity

62208
Impressions of Democracy, Equality, and Justice Among Maltese Teachers in Multicultural Education
Jacqueline Zammit, University of Malta, Malta

63217
Using Peer-assisted Problem-based Learning to Develop Business Systems Analysis Skills: An Experience Report
Michael Lang, National University of Ireland, Ireland

64175
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Shu-Yin Yu, Ming-Chuan University, Taiwan

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International Education

64302
A Narrative Inquiry of Coping Responses of Selected Deaf College Students During the COVID-19 Pandemic in the Philippines
Jennifer Fabula, De La Salle-college of Saint Benilde, Philippines
Karl Salvador, De La Salle-college of Saint Benilde, Philippines

64064
Cultural Integration: Aboriginal Pop Music Project in Taiwan
Peishi Weng, Taipei University of Marine Technology, Taiwan
Yi Jie Ou, Taipei University of Marine Technology, Taiwan

63112
Fundamentals of Arnis Self-learning Module: Experts' Validation and Learners' Feedback
John Franklin Dresser, Capitol University, Philippines
Joel Potane, Capitol University, Philippines

Mind, Brain & Psychology

63399
What Kind of Consolation Do Students in Japan Who Have Seriously Failed Academically Really Want?
Haruka Hayashida, Nagasaki Junshin Catholic University, Japan

64388
How to Reduce Mental Health Concerns Among Students in the Post-COVID-19 Universities – An Empirical Analysis of HAN International School
Amir Moradi, HAN University of Applied Sciences, Netherlands
Vanessa Gerlach, HAN International University of Applied Sciences, Netherlands
Nicole Osentoski, HAN International University of Applied Sciences, Netherlands

Nurturing Creativity & Innovation: New, Innovative & Radical Education

63976
Curriculum Innovation Landscapes: Early Childhood Education [ECE] Sector in Aotearoa New Zealand
Joanne Alderson, Open Polytechnic of New Zealand, New Zealand
Fi McAlevey, Open Polytechnic of New Zealand, New Zealand
Muni Narayan, Open Polytechnic of New Zealand, New Zealand
Sarah Williams, Te Pukenga, New Zealand

Primary & Secondary Education

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Utilizing Mentor Texts with Elementary Students
Jill Tussey, Buena Vista University, United States
Michelle Metzger, Buena Vista University, United States
Jessy Bibler, Buena Vista University, United States

64592
Innovation, Resilience and Continuity – The Impact of the COVID-19 Pandemic on Early Childhood Care and Education in Ireland
Conor Mellon, National College of Ireland, Ireland
Anna Barr, National College of Ireland, Ireland

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Professional Training, Development & Concerns in Education

64474
Perplexities and Path Exploration of the Development and Utilization of Kindergarten-based Curriculum Resources Based on Chinese Teachers' Practical Knowledge
Yuhan Chang, Beijing Normal University, China

64552
Unlocking the Next Generation of Training Experience: The Impact of XR Technology on Vocational Education and Training
Xiangyu Dong, University of Wales Trinity Saint David, United Kingdom
Yijing Li, University of Wales Trinity Saint David, United Kingdom
Ya Gao, University of Wales Trinity Saint David, United Kingdom

64430
Increasing Cultural Responsiveness Among University Faculty Through Cultural Intelligence Training
Renee Bhatti-Klug, Arizona State University, United States

Teaching Experiences, Pedagogy, Practice & Praxis

63113
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Maria Inês Lourenço, ISEC lisboa, Portugal

63165
The Social Construction of Support Teachers' Identity – An Ethnographic Research on the Marginalisation in the Inclusive School
Laura Emma Milani Marin, Ca' Foscari University, Italy
Alessandra Cecilia Jacomuzzi, Ca' Foscari University, Italy

63407
(Re)framing Outdoor Play: 'Snakes, Scorpions and Sand …oh My'
Lindsay Schofield, United Arab Emirates University, United Arab Emirates
Rachel Takriti, United Arab Emirates University, United Arab Emirates
Elaine Wright, United Arab Emirates University, United Arab Emirates
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