The 9th European Conference on Education
The 9th European Conference on Language Learning

JULY 15–18, 2021 | ONLINE FROM LONDON, UK

ECE+ECLL 2021

PROGRAMME & ABSTRACT BOOK

Organised by The International Academic Forum (IAFOR) in association with the IAFOR Research Centre at Osaka University and IAFOR's Global University Partners

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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.



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Letter of Welcome



Dear Delegates,

In more normal times I would be writing this letter to welcome people to London, however these are very different times, and so I welcome you instead online to IAFOR's 2021 European Conference Series, from more than forty different countries around the world.

While this conference is organised in the spirit of hope and with the possibilities of technology, it is also organised in a context of global uncertainty in the wake of the coronavirus, an unprecedented global crisis of enormous proportions. Many of the things that we have come to take for granted over the past decades, such as cheap, easy and reliable travel between countries, have become questioned as different nations have responded to the global health crisis in different ways, each impacting local societies, economies, communities, and many individual lives.

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

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

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

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

About ECE/ECLL2021

Held in partnership with the IAFOR Research Centre at the Osaka School of International Public Policy (OSIPP) at Osaka University, Japan, and in affiliation with the Institute of Education (IoE), University of London (UCL), UK, this international conference encourages academics and scholars to meet and exchange ideas and views in a forum stimulating respectful dialogue.

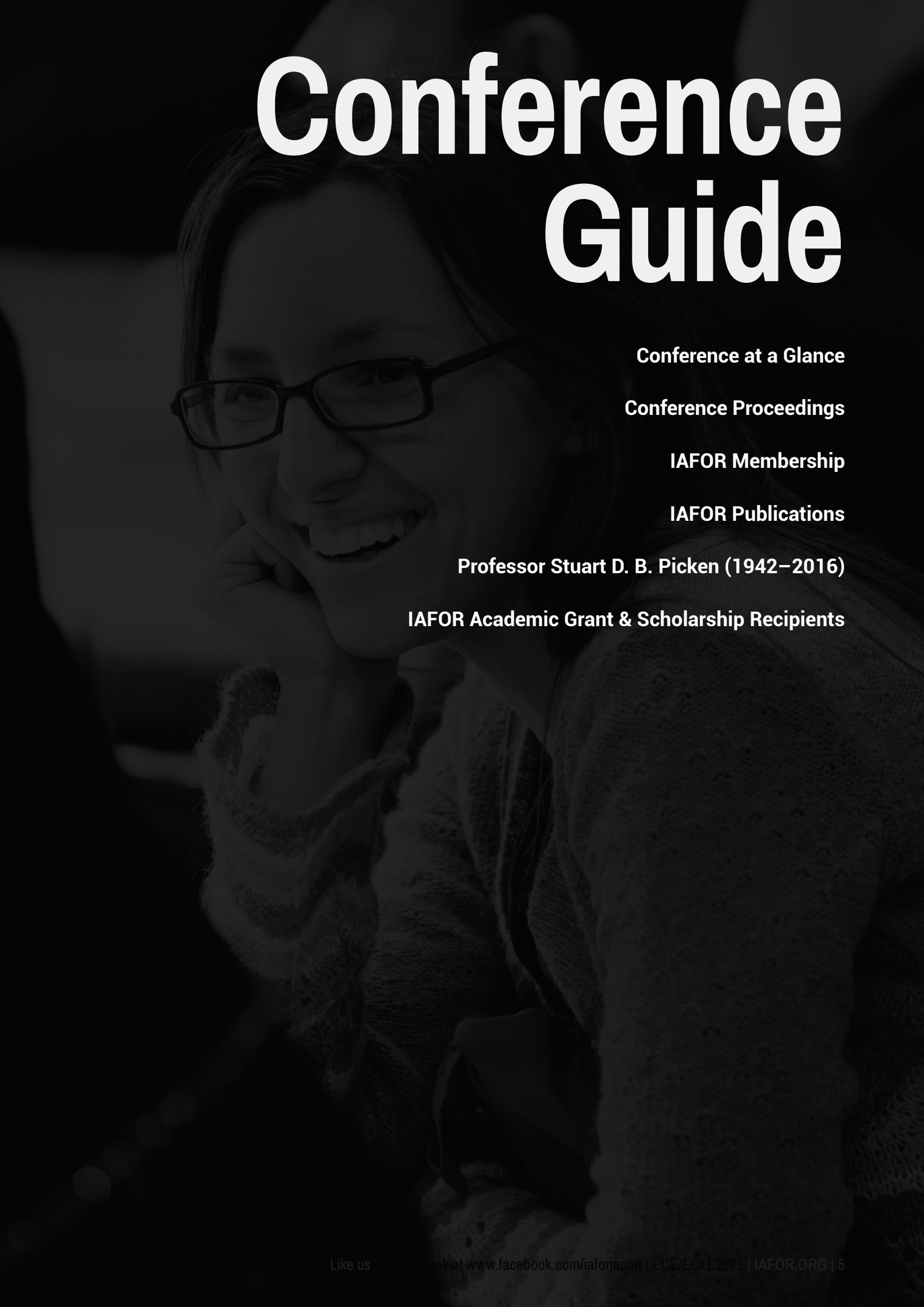
ECE/ECLL2021 encourages academics and scholars to meet and exchange ideas and views in an international forum stimulating respectful dialogue. This event will afford an exceptional opportunity for renewing old acquaintances, making new contacts, networking, and facilitating partnerships across national and disciplinary borders.

Since its founding in 2009, IAFOR has brought people and ideas together in a variety of events and platforms to promote and celebrate interdisciplinary study, and underline its importance. IAFOR continues to engage in many cross-sectoral projects across the world, including those engaging leading universities (Virginia Tech, UCL, Singapore Management University, University of Belgrade, Lingnan University, Barcelona University, University of Hawai'i, Moscow State University), think tanks, research organisations and agencies (the East-West Center, The Center for Higher Education Research, The World Intellectual Property Organization), and collaborative projects with governments, and international governmental organisations (Government of Japan through the Prime Minister's office, the United Nations in New York), media agencies (*The Wall Street Journal*, JWT, HarperCollins).

With the IAFOR Research Centre at Osaka University, we have engaged in a number of interdisciplinary initiatives we believe will have an important impact on domestic and international public policy conversations and outcomes.

IAFOR's unique global platform facilitates discussion around specific subject areas, with the goal of generating new knowledge and understanding, forging and expanding new international, intercultural and interdisciplinary research networks and partnerships. We have no doubt that ECE/ECLL2021 will offer a remarkable opportunity for the sharing of research and best practice and for the meeting of people and ideas.

Conference Guide



Conference at a Glance

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

IAFOR Academic Grant & Scholarship Recipients



July 15, 2021 | All times are British Summer Time (UTC+1)

Thursday at a Glance

09:00-09:10 **Announcements, Recognition of IAFOR Scholarship Winners & Welcome Address**
Joseph Haldane, IAFOR, Japan

09:10-10:10 **Panel Presentation**
Inequality and Education in Times of Global Uncertainty
Farish Noor, Nanyang Technological University, Singapore
Muhammad Noor, Rohingya Project
Haruko Satoh, Osaka University, Japan (Moderator)

10:10-10:20 Break

10:20-11:20 **Featured Interview Session**
A Life in Language: Lessons in Language and Language Learning
Jean-Marc Dewaele, Birkbeck, University of London, UK
Joseph Haldane, IAFOR, Japan

11:20-11:30 Break

11:30-12:30 **Featured Interview Session**
Undergraduate Research: Nurturing the Next Generation
Harald A. Mieg, Humboldt University of Berlin, Germany & Swiss Federal Institute of Technology, Switzerland
Judith Lehmann, Berlin University of the Arts, Germany
Grant Black, Chuo University, Japan (Moderator)

12:30-12:40 Break



July 15, 2021 | All times are British Summer Time (UTC+1)

Thursday at a Glance

12:40-13:55 **Featured Interview Session**
Selfless: Journeys Through Identity and Social Class
Geoffrey Beattie, Edge Hill University, United Kingdom
Joseph Haldane, IAFOR, Japan

13:55-14:05 Break

14:05-15:05 **Featured Interview Session**
The Psychology of Language Learning
Tammy Gregersen, American University of Sharjah, UAE
Jo Mynard, Kanda University, Japan



July 16, 2021 | All times are British Summer Time (UTC+1)

Friday at a Glance

09:00-10:40	**Live-Stream Session 1** Room A: Applied Linguistics Research & Educational Technologies Room B: Education, Sustainability, & Society Room C: Language Learning: Learning Environments
10:40-10:50	Break
10:50-12:30	**Live-Stream Session 2** Room A: Professional Development in Language Learning Room B: Education, Sustainability, & Society Room C: Interdisciplinary
12:30-12:40	Break
12:40-14:45	**Live-Stream Session 3** Room A: Plurilingualism-Bilingualism Room B: Adult Learning & Professional Development Room C: Interdisciplinary



July 17, 2021 | All times are British Summer Time (UTC+1)

Saturday at a Glance

09:00-11:05	**Live-Stream Session1** Room A: International Education Room B: Teaching Experiences, Pedagogy, Practice & Praxis Room C: Higher Education
11:05-11:15	Break
11:15-13:20	**Live-Stream Session 2** Room A: Learning Experiences, Student Learning & Learner Diversity Room B: Educational Policy, Leadership, Management & Administration Room C: Mind, Brain & Psychology
13:20-13:30	**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 18, 2021, through the online system. The proceedings will be published on September 20, 2021.

Conference Catch-up

All 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

A full list of pre-recorded virtual video 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.



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

www.iafor.org/publications

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 Media, Communication & Film
IAFOR Journal of Psychology & the Behavioral Sciences

THINK

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

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

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



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

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

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

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

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

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

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

IAFOR Academic Grant & Scholarship Recipients

Our warmest congratulations go to Lilac Florentino, Desi Saragih, Chuyi Wang, Olga Giovani, Wenli Chang, who have been selected by the conference Organising Committee to receive grants and scholarships to present their research at ECE/ECLL2021.

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**

Lilac Florentino | IAFOR Scholarship Recipient

60149
Managing Odds: Addressing Educational Disadvantage Through School Accountability and Better HRM Practices
Lilac Florentino, University of Queensland, Australia

Lilac worked with multilateral agencies such as the World Bank and UNICEF and provided technical assistance to projects related to education, child protection and disaster risk reduction and management. Prior to her PhD, she was closely involved in the Youth Education and Investment Labor Market Outcomes Survey, a baseline study of the Asian Development Bank and the Government of the Philippines' Department of Education on factors that influence the decision making of students in choosing their education and career tracks. Lilac's research interests span child protection, basic education, climate change, disaster risk and reduction and emergency response.

Desi Saragih | IAFOR Scholarship Recipient

60152
Indonesia National Education Response in COVID-19: A Policy Analysis Approach
Desi Saragih, Indonesia School of Government and Public Policy, Indonesia

Chuyi Wang | IAFOR Scholarship Recipient

60255
Pre-service Teachers of Mandarin in English Secondary Schools: Perceptions and Practices of Differentiated Instruction and Sense of Self-efficacy Regarding Overall
Chuyi Wang, University of Reading, United Kingdom
Victor Wu, UCL Institute of Education, United Kingdom
Congcong Yan, Peking University, China

Chuyi Wang is a PhD candidate at the Institute of Education at the University of Reading. She also works as a sessional tutor for teaching the Chinese language at the Department of Languages & Cultures, School of Literature & Languages at the University of Reading. Her research interests include language learning motivation, individual learner difference, teacher's belief and teaching efficacy.

IAFOR Academic Grant & Scholarship Recipients

Olga Giovani | IAFOR Scholarship Recipient

60425
Investigating the Impact of Factors Associated With Student Academic Achievement and Expectations Through the Ecosystemic Perspective in the Greek Context
Olga Giovani, Hellenic Open University, Greece

Olga Giovani is a secondary school English Teacher. She is also the Model United Nations Director and Conference Manager of CGS School, in Athens, Greece where she has been working for 5 years. She holds a BA in European and International Studies, and a BA in English Language and Literature with honors (8.3/10). She also holds a Postgraduate Certificate in Applied Psychology. She holds a M.Sc. in Health Promotion with Honors (8.7/10) from the Medical School of the University of Athens and has successfully completed the modules required for the M.Ed. in TESOL from the Hellenic Open University. She has also participated in long-term specializing programs on Special Education organized by the University of Macedonia and in the program 'Certifying Quality in Education' by the University of Athens. She has served as a Board Member of the N.G.O. TESOL Greece (Teachers of English to Speakers of Other Languages) for 3 years.

Wenli Chang | IAFOR Scholarship Recipient

60572
"Blended" in the Online Classroom! Technology Acceptance of EFL Students
Wenli Chang, National Yang Ming Chiao Tung University, Taiwan

Ms. Chang is currently a PhD student at the Institute of Education in National Yang Ming Chiao Tung University and a lecturer at the Center for General Education at National Chung Hsing University in Central Taiwan. Highly motivated to explore technology in language education, she started with her first attempt to examine instructional computer-based scaffold to collocation learning and published the result in 2009 in the International Journal of Computer-Assisted Language Learning and Teaching. In the position of a language teacher/action researcher, she continues the line of experimental work both individually and as a team on government-supported projects, which allows her to be fully immersed in the changing technological trends. Her ideas and discoveries are shared in class lectures and conference meetings.



Thursday 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.

Panel Presentation: Farish Noor, Muhammad Noor & Haruko Satoh

Inequality and Education in Times of Global Uncertainty

Thursday, July 15 | 09:10-10:10 | British Summer Time (UTC+1)

The contrast between global haves and have-nots has never been starker during this on-going pandemic. The "underlying condition" in world politics, from poverty, climate change, to conflict and migration has been compounded by the borderless sweep of COVID-19. In the frenetic efforts to regroup and redesign social, political, and economic institutions toward a more resilient and inclusive ecosystem for global human security, there is a dire need to address the challenges of those who have consistently been left behind -- particularly the refugees and the stateless -- as victims of geopolitics, legacy of colonialism and the pitfalls of the UN system that privileges the sovereignty of the nation-state. This panel discusses this issue as a nexus of inequality and access to education, through the example of the complex challenges met by the Rohingya.



Farish Noor

Dr Farish A. Noor is Associate Professor at the S Rajaratnam School of International Studies (RSIS) and also the School of History SoH, College of the Humanities, Arts and Social Sciences COHASS, Nanyang Technological University (NTU), Singapore. His main area of work has been Southeast Asian history, with a special focus on colonialism in Southeast Asia. His recent works include 'Data-Gathering in Colonial Southeast Asia 1800-1900: Framing the Other' (Amsterdam University Press, 2020) and 'America's Encounters with Southeast Asia 1800-1900: Before the Pivot' (Amsterdam University Press, 2019).



Muhammad Noor

Muhammad Noor is the Founder and Managing Director of the Rohingya Project, a Blockchain-based organisation to bring financial inclusion and digital identity to stateless people. Noor is also founder and director for several institutions and organizations such as the world's first Rohingya TV broadcast station called *Rohingya Vision* (RVISION) watched by millions all over the world. He is the Founder and Chairman of the Rohingya Football Club (RFC), the Rohingya National Team to play at the CONIFA World Football Cup. He is actively involved in the humanitarian field, working with various international organisations such as UNHCR, the International Red Cross, the International Organisation for Migration as well as several embassies. He also served as general secretary of the Rohingya Student Development Movement (RSDM).

His acclaimed contributions to the Rohingya community of the world has earned him award and recognition from the Rohingya Education Research Center (ARAKAN) for the digitization of the First Rohingya Alphabet and developed the first Computer Typeface and one of the main contributors on Rohingya Unicode which was accepted and released in 2018. Noor is also the author of *THE EXODUS - A True Story from a Child of Forgotten People* which was published in 2012, based on his personal life experience.

He holds an Honors Degree in Computing from the University of Greenwich, UK and an Advanced Diploma in Computer Science from Cambridge University, UK. He has more than 15 years experience as a business owner, corporate senior executive, TV station operator, news reporter, journalist, talk show anchor, corporate negotiator and project manager. He is actively involved in the field of system development, cryptography, security and data privacy. Noor also trains and motivates people from all walks of life in areas such as self-development, management and information technology. Muhammad Noor speaks five Middle and East Asian languages fluently. One of his ambitions is to implement technology to serve humanity.

Haruko Satoh (Moderator)



Haruko Satoh is Specially Appointed Professor at the Osaka School of International Public Policy (OSIPP), where she teaches Japan's relations with Asia and identity in international relations. She is also co-director of the OSIPP-IAFOR Research Centre and she was previously part of the MEXT Reinventing Japan project on "Peace and Human Security in Asia (PAHSA)" with six Southeast Asian and four Japanese universities.

In the past she has worked at the Japan Institute of International Affairs (JIIA), Chatham House, and Gaiko Forum. Her interests are primarily in state theory, Japanese nationalism and identity politics. Recent publications include: "China in Japan's Nation-state Identity" in James DJ Brown & Jeff Kingston (eds) *Japan's Foreign Relations in Asia* (Routledge, 2018); "Japan's 'Postmodern' Possibility with China: A View from Kansai" in Lam Peng Er (ed), *China-Japan Relations in the 21st Century* (Palgrave Macmillan, 2017); "Rethinking Security in Japan: In Search of a Post-'Postwar' Narrative" in Jain & Lam (Eds.), *Japan's Strategic Challenges in a Changing Regional Environment* (World Scientific, 2012); "Through the Looking-glass: China's Rise as Seen from Japan", (co-authored with Toshiya Hoshino), *Journal of Asian Public Policy*, 5(2), 181–198, (July 2012); "Post- 3.11 Japan: A Matter of Restoring Trust?", *ISPI Analysis No. 83* (December 2011); "Legitimacy Deficit in Japan: The Road to True Popular Sovereignty" in Kane, Loy & Patapan (Eds.), *Political Legitimacy in Asia: New Leadership Challenges* (Palgrave Macmillan, 2011), "Japan: Re-engaging with China Meaningfully" in Tang, Li & Acharya (eds), *Living with China: Regional States and China through Crises and Turning Points*, (Palgrave Macmillan, 2009).

Professor Satoh is a member of IAFOR's Academic Governing Board. She is Chair of the Politics, Law & International Relations section of the International Academic Advisory Board.

Featured Interview Session: Jean-Marc Dewaele & Joseph Haldane

A Life in Language: Lessons in Language and Language Learning

Thursday, July 15 | 10:20-11:20 | British Summer Time (UTC+1)

Professor Jean-Marc Dewaele does research on individual differences in psycholinguistic, sociolinguistic, pragmatic, psychological and emotional variables in SLA and Multilingualism, and has a global reputation in these fields, with particular renown in his interdisciplinary research between applied linguistics and psychology. In this interview with IAFOR Chairman, Joseph Haldane, Professor Dewaele will talk about his life in language and language learning, and the physical and intellectual journeys that have shaped his intellectual and career development. Issues addressed will include those of language and becoming and belonging, language as power, and language as identity.

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 Èditor 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.

Joseph Haldane



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

Dr Haldane holds a PhD from the University of London in 19th-century French Studies, and has had full-time faculty positions at the University of Paris XII Paris-Est Créteil (France), Sciences Po Paris (France), and Nagoya University of Commerce and Business (Japan), as well as visiting positions at the French Press Institute in the University of Paris II Panthéon-Assas (France), The School of Journalism at Sciences Po Paris (France), and the School of Journalism at Moscow State University (Russia).
Dr Haldane's current research concentrates on post-war and contemporary politics and international affairs, and since 2015 he has been a Guest Professor at The Osaka School of International Public Policy (OSIPP) at Osaka University, where he teaches on the postgraduate Global Governance Course, and Co-Director of the OSIPP-IAFOR Research Centre, an interdisciplinary think tank situated within Osaka University.

A Member of the World Economic Forum's Expert Network for Global Governance, Dr Haldane is also a Visiting Professor in the Faculty of Philology at the University of Belgrade (Serbia), a Visiting Professor at the School of Business at Doshisha University (Japan), and a Member of the International Advisory Council of the Department of Educational Foundations at the College of Education of the University of Hawai'i at Mānoa (USA).

From 2012 to 2014, Dr Haldane served as Treasurer of the American Chamber of Commerce in Japan (Chubu Region) and he is currently a Trustee of the HOPE International Development Agency (Japan). He was elected a Fellow of the Royal Asiatic Society in 2012, and a Fellow of the Royal Society of Arts in 2015.



Featured Interview Session: Harald A. Mieg, Judith Lehmann & Grant Black

Undergraduate Research: Nurturing the Next Generation

Thursday, July 15 | 11:30-12:30 | British Summer Time (UTC+1)

In anticipation of their forthcoming publication, *The Cambridge Handbook of Undergraduate Research*, IAFOR is delighted to host an exclusive interview with the editors Judith Lehmann of the Helmholtz-Zentrum Hereon, and Harald A. Mieg, (honorary) Professor of Metropolitan Studies and Innovation at Humboldt-Universität zu Berlin. The conversation, titled 'Undergraduate Research: Nurturing the Next Generation', will be led by Grant Black, an IAFOR VP, Associate Professor at Chuo University in Tokyo, and a co-author of the Japan chapter of the book. Their discussion will explore current issues in the development of undergraduate research for the next generation, as well as Judith and Harald's leadership journey in bringing together a global team of international researchers for this exciting new contribution to understanding and promoting undergraduate research. The interview will be followed by a Q & A session.



Harald A. Mieg

Harald A. Mieg is (honorary) professor of Metropolitan Studies and Innovation at Humboldt-Universität zu Berlin and also affiliated to the Swiss Federal Institute of Technology, Zurich. The focus of his research is on planning processes in cities, research methodologies, and inquiry-based learning. Main book publication: "*The Social Psychology of Expertise*" (2001).



Judith Lehmann

Judith Lehmann (PhD) studied literature, mathematics and applied cultural studies. As a science manager, she steered cross-faculty projects at various universities and headed the editorial department of a Swiss educational publishing house. She worked as representative of the German Academic Exchange Service (DAAD) in Argentina and is currently supporting the Helmholtz Centre Hereon in the further development of doctoral training and the expansion of international cooperation. Her own teaching and research interests are philosophy of science, seriality in interdisciplinary perspective and borders in literature and film.



Grant Black (Moderator)

Dr Grant Black is an associate professor in the Faculty of Commerce at Chuo University, Tokyo, Japan, where he has taught Global Skills and Global Issues since 2013. Grant is engaged in diverse roles as a global manager, systems builder, executive leader and university professor. His research and teaching areas include global management skills, intercultural intelligence (CQ) and organisational management. He also has taught Japanese Management Theory at J. F. Oberlin University (Japan), and a continuing education course in the Foundations of Japanese Zen Buddhism at Temple University Japan. Previously, he was Chair of the English Section at the Center for Education of Global Communication at the University of Tsukuba where he served in a six-year post in the Faculty of Humanities and Social Sciences. He holds a BA Highest Honors in Religious Studies from the University of California, Santa Barbara; an MA in Japanese Buddhist Studies from the University of California, Los Angeles; and a Doctor of Social Science (DSocSci) from the Department of Management in the School of Business at the University of Leicester. Dr Black is a Chartered Manager (CMgr), the highest status that can be achieved in the management profession in the UK. In 2018, he was elected a Fellow of the Chartered Management Institute (FCMI) and Fellow of the Royal Society of Arts (FRSA). Grant is President of Black Inc. Consulting (Japan), a business & university global strategic management firm based in Tokyo which helps individuals and organisations achieve their global targets. He is the director of the newly formed Nippon Academic Management Institute (NAMI) and the author of the forthcoming “Education Reform Policy at a Japanese Super Global University: Policy Translation, Migration and Mutation" (Routledge, 2021). He serves as a Vice-President and Auditor for the International Academic Forum (IAFOR).

Dr Grant Black is a Vice-President (at large) of IAFOR and Auditor of the organisation. He is a member of the Business & Economics section of the International Academic Advisory Board.



Featured Interview Session: Geoffrey Beattie & Joseph Haldane

Selfless: Journeys through Identity and Social Class

Thursday, July 15 | 12:40-13:55 | British Summer Time (UTC+1)

Geoff Beattie has come a long way from his humble beginnings in Belfast, as this stellar student became one of the world's foremost experts on non-verbal communication following his studies at Birmingham and Cambridge Universities. Throughout his career, he has balanced being both an academic of international renown with parallel explorations into reportage, social commentary and journalism, and even found the time to write works of nonfiction. He is perhaps most well known from his burgeoning career as a populariser and interpreter of psychology on numerous television programmes, including his most high profile position: being the resident psychologist on the UK version of the worldwide sensation, *Big Brother*.

In this interview, Professor Beattie speaks to IAFOR Chairman and CEO, Joseph Haldane about his life and work, and his recently published autobiography, *Selfless*, and the intellectual, physical and moral journeys Beattie has undertaken throughout his life.



Geoffrey Beattie

Geoffrey Beattie is Professor of Psychology at Edge Hill University, UK. Previously, he was Professor of Psychology at the University of Manchester, UK, as well as a Professorial Research Fellow at the university's Sustainable Consumption Institute. He has also been Visiting Professor at the University of California, Santa Barbara, USA. He received his PhD from Trinity College, University of Cambridge, UK, and is a Fellow of the British Psychological Society (BPS), a Fellow of the Royal Society of Medicine and a Fellow of the Royal Society of Arts. He has also been President of the Psychology Section of the British Association for the Advancement of Science. He has published over 100 articles in academic journals, including *Nature* and *Nature Climate Change* and was awarded the Spearman Medal by the BPS for "published psychological research of outstanding merit", and the Mouton d'Or for the best research paper in semiotics.

He is the author of twenty six books with various Chinese, Taiwanese, Brazilian, Italian, Finnish and German editions. '*We Are the People: Journeys Through the Heart of Protestant Ulster*' (Heinemann) and '*The Corner Boys*' (Victor Gollancz) were both short- listed for the Ewart-Biggs Literary Prize; '*On the Ropes: Boxing as a Way of Life*' (Victor Gollancz) was short-listed for the William Hill Sports Book of the Year; '*Trophy Hunting: A Psychological Perspective*' (Routledge) was shortlisted for a Taylor & Francis Outstanding Book and Digital Product Award in the Outstanding Professional Category in 2019.

He has presented a number of television programmes in the UK on BBC1 ('*Life's Too Short*'; '*Family SOS*'), Channel 4 ('*Dump Your Mates in Four Days*') and UKTV ('*The Farm of Fussy Eaters*'). He was also the resident on-screen psychologist for *Big Brother* for eleven series on Channel 4 in the UK specialising in body language and social behaviour.

His latest book '*Selfless: A Psychologist's Journey through Identity and Social Class*' (Routledge) was reviewed by Professor Marcel Danesi from the University of Toronto, Canada who wrote: 'What is the Self? How is it related to consciousness? This dilemma has entertained some of the greatest minds of human history. This book contributes in a significant way to that history, written by one of today's great thinkers, Geoffrey Beattie. In this unique book, Beattie brings us into his own world of Self-construction. We thus come away understanding what psychology should really be....It is required reading by anyone interested in understanding what consciousness is and how it emerges throughout the life cycle.'



Joseph Haldane

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

Dr Haldane holds a PhD from the University of London in 19th-century French Studies, and has had full-time faculty positions at the University of Paris XII Paris-Est Créteil (France), Sciences Po Paris (France), and Nagoya University of Commerce and Business (Japan), as well as visiting positions at the French Press Institute in the University of Paris II Panthéon-Assas (France), The School of Journalism at Sciences Po Paris (France), and the School of Journalism at Moscow State University (Russia).
Dr Haldane's current research concentrates on post-war and contemporary politics and international affairs, and since 2015 he has been a Guest Professor at The Osaka School of International Public Policy (OSIPP) at Osaka University, where he teaches on the postgraduate Global Governance Course, and Co-Director of the OSIPP-IAFOR Research Centre, an interdisciplinary think tank situated within Osaka University.

A Member of the World Economic Forum's Expert Network for Global Governance, Dr Haldane is also a Visiting Professor in the Faculty of Philology at the University of Belgrade (Serbia), a Visiting Professor at the School of Business at Doshisha University (Japan), and a Member of the International Advisory Council of the Department of Educational Foundations at the College of Education of the University of Hawai'i at Mānoa (USA).

From 2012 to 2014, Dr Haldane served as Treasurer of the American Chamber of Commerce in Japan (Chubu Region) and he is currently a Trustee of the HOPE International Development Agency (Japan). He was elected a Fellow of the Royal Asiatic Society in 2012, and a Fellow of the Royal Society of Arts in 2015.

Featured Interview Session: Tammy Gregersen & Jo Mynard

The Psychology of Language Learning and Teaching

Thursday, July 15 | 14:05-15:05 | British Summer Time (UTC+1)

Tammy Gregersen is the Co-editor (with Sarah Mercer) of *The Routledge Handbook of the Psychology of Language Learning and Teaching*, which explores the "hybrid discipline that studies the role and linguistic implications of the human mind in language learning and teaching." In this interview with Dr Jo Mynard of Kanda University of International Studies, Professor Gregersen will discuss this emerging field, its implications, and the challenges and opportunities of working between the disciplines. Many teachers are wary of drawing on psychology in their classrooms as they do not feel sufficiently qualified and are worried that they may do more harm than good, and this issue will be addressed along with some practical takeaways, asking how learners and teachers alike can benefit from knowing more about the psychology of learning, and language learning in particular.

Tammy Gregersen



Tammy Gregersen, a professor of TESOL at the American University of Sharjah in the United Arab Emirates, received her MA in Education and PhD in Linguistics in Chile, where she also began her academic career. She is co-author, with Sarah Mercer on the new Oxford title, *Teacher Wellbeing* (2020) and with Peter MacIntyre, on *Capitalizing on Language Learner Individuality* and *Optimizing Language Learners' Nonverbal Communication in the Language Classroom*. She is also a co-editor with Peter and Sarah Mercer of *Positive Psychology in SLA* and *Innovations in Language Teacher Education*. She has published extensively in peer-reviewed journals and contributed numerous chapters in applied linguistics anthologies on individual differences, teacher education, language teaching methodology, positive psychology and nonverbal communication in language classrooms. She is passionate about exploring other cultures and has enjoyed the opportunities that participation in international conferences around the world and Fulbright scholar grants to Chile and Costa Rica have provided. Her favorite self-care activities are cycling, cross country skiing and binge-watching Dodo Youtube videos.

Jo Mynard



Dr Jo Mynard is a Professor and Director of the Self-Access Learning Centre (SALC) at Kanda University of International Studies (KUIS) in Japan. At KUIS, she advises language learners, and oversees academic support, research and the general direction of the SALC. She also teaches an undergraduate course on Effective Language Learning at KUIS and a graduate course on Learner Autonomy as part of the MA TESOL programme at the KUIS graduate school. She has authored and co-edited several books on learner autonomy, advising, and social learning spaces. She is the founder of three academic journals: *Studies in Self-Access Learning Journal*, *Relay Journal*, and the *Journal for the Psychology of Language Learning*.

THINK.IAFOR.ORG

THE ACADEMIC PLATFORM

THINK.IAFOR.ORG is IAFOR's online magazine, launched in early 2016. *THINK* is an ambitious project conceived by academics, for academics, with the following objectives:

> To provide an international, far-reaching platform for the best research presented at IAFOR conferences;
>
> To make original, high-quality, thought-provoking multimedia content freely accessible to a wide readership;
>
> To facilitate the opportunity for academics 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 academic audience.

Content published on *THINK* spans a wide variety of disciplines and the format is varied, encompassing full research papers, long-form journalism, opinion pieces, creative writing, interviews, podcasts, video, photography, artwork and more. Current contributing authors include leading academics such as Professor Svetlana Ter-Minasova, Professor A. Robert Lee, Professor Bill Ashcroft and Professor J. A. A. Stockwin.

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Submissions should be between 500 and 2,500 words and sent to publications@iafor.org. Please include "THINK submission" in the subject line.



Friday, July 16

Parallel Sessions

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

09:00-10:40 | British Summer Time (UTC+1)

Friday Live Stream Session 1 | Room A

Applied Linguistics Research & Educational Technologies

Session Chair: Kay Irie

59654 09:00-09:25

Teaching English With Cinema: How the Seventh Art Can Transform ELT

Elisavet Veliou, Language School, Greece

The purpose of this paper is to highlight and document -in theory, and with examples- the practicability of the incorporation of cinema as a key tool in the educational process and as an element of innovation in teaching English as a foreign language. Cinema is used not only as the final product, thus the film itself, but students are mainly engaged in the production and post production of it, in order to develop language skills and explore the language holistically. Narrative grammar, direction, production and performing arts are only some of the elements of filmmaking that will help them acquire the target language. Along this path, it will be highlighted how cinema can be used as an effective tool to teach English meaningfully, all four skills included, grammar and vocabulary as well. The paper discusses audio and video recordings, photographs of the lessons and a short film that a group of students produced as a result of their studies. Students have also answered questionnaires concerning the way they think they learn better, which the paper analyses.

60377 09:25-09:50

A Conversation Analysis of Repair Strategies Among Japanese Learners

Tilabi Yibifu, National Institute of Technology, Akita College, Japan

The concept of interactional competence (IC) has recently been drawn attention by many SLA researchers, particularly communicative focus in L2 acquisition. According to Wong & Waring (2010), interactional competence is the ability to use various interactional resources, such as doing turn-taking, repairing, or dealing with problems of understanding. However, the use of interactional strategies may differ between learners from the same or different sociolinguistic backgrounds. In this study, conversation analysis (CA) is utilized to analyze how a group of Japanese students use repair strategies to manage difficulties both in form and meaning. The results of the CA show that learners almost apply self-initiated self-repair strategies. There are a few other-initiated and other-repair practices. This study also found that the learners try to use various self-repair techniques to engage in the interaction with their peers, such as replacement, abandonment, deletion, and transition-space repair. The finding of study might have the implication for EFL teachers. It is suggested that conducting conversation analysis is important to understand how to provide different types of corrective feedback to the students. For highly motivated students who use various interactional strategies in verbal and nonverbal ways, English teachers need to give them more opportunities to promote their engagement and motivation.

60327 09:50-10:15

BRANEN and BRANES Corpora

Amanda Bruscato, University of Algarve, Portugal
Jorge Baptista, University of Algarve, Portugal

This paper presents two learner corpora built to investigate anaphora: the Brazilian Learners of Anaphora in English (BRANEN) and the Aprendices Brasileños de Anáfora en Español (BRANES). Texts were written by language undergraduate students during an online course on anaphora, offered at a Brazilian University in 2020. The corpora provides insights for the analysis of the learning process of anaphora in English and Spanish by Brazilian Portuguese native speakers with intermediate-advanced levels in the foreign language. Informants are 30 English and 15 Spanish learners, who were randomly divided into three sub-groups: one group had two synchronous lessons on anaphora; another that had two asynchronous lessons; and a control group that did not take any lessons. Each participant wrote 100-150 words as a conclusion of a short story. The exercise was performed in four moments: before the course started, after the first lesson, after the second lesson, and a month after the course ended. The texts are available on Sketch Engine, a corpus manager and text analysis software, and contain information about the participants' group and testing moment. The BRANEN corpus was automatically part-of-speech tagged with the Modified English TreeTagger and has 120 documents, 1,069 sentences, and 1,678 lemmas. For BRANES corpus, the Spanish FreeLing tagset was used, and it consists of 60 documents, 543 sentences, and 1,299 lemmas. The Concordance tool was used to retrieve sentences with pronominal and zero anaphora, which were then manually and independently annotated by two anaphora experts.

60615 10:15-10:40

Optimizing Language Learning and Support Through Onenote

Rana Khan, Algonquin College, Kuwait

In times when technology and digital tools are the new norm, One Note can claim to be the best supporting tool to organize student work and provide collaborative learning environment. Microsoft application OneNote comes free with Microsoft Office 365 and works on live documents like Google Docs. Microsoft OneNote is an easy-to-use note taking and information management program that can save and sync notes, and assignments on different devices. Users can type in information or paste information from saved files on any device. Multimedia content can be embedded in One Note to create engaging assignments and collaborative projects. In this session, TESOL professionals will learn how to use One Note for collaborative and shared learning through Collaborative Space section, facilitating students to work on group projects or assignments. One Note comes with other inbuilt useful features like immersive reader to help students who need support for reading and comprehension in their target language. Additionally, language professionals will be demonstrated on how to use the reading tab in the immersive reader for dyslexic students. Furthermore, the session will guide the audience on how to use grammar and language function tools in the immersive reader for better language support. They will get handy tips on using the Dictation tool to help students struggling with spellings for accuracy in writing. The attendees will walk away with useful tips on how One Note can better assist language learners in acquiring content while making it easy for instructors to be organized.

10:50-12:30 | British Summer Time (UTC+1)
Friday Live Stream Session 2 | Room A
Professional Development in Language Learning
Session Chair: Will Baber

60156 10:50-11:15

From Language Teacher to Drama Queen: Training Teachers to Implement Improvisational Drama Into the Foreign Language Classroom

Kristina Goodnight, University of Applied Sciences Utrecht, Netherlands
Rick De Graaff, University of Applied Sciences Utrecht, Netherlands
Catherine Van Beuningen, University of Applied Sciences Utrecht, Netherlands

In Dutch secondary school foreign language (FL) classrooms, pupils seldom speak the FL, citing anxiety as a primary factor (Haijma, 2013), and teachers generally tend to focus on grammar, despite greater engagement evidenced in communication-oriented classrooms (West & Verspoor, 2016). That an FL class can become a place where pupils participate eagerly and speak fearlessly can therefore seem the stuff of fantasy—perhaps because it is. Improvisational drama techniques propel pupils into a fictional world while at the same time stimulating them to communicate. Studies from six continents purport the benefits of such activities in FL learning, including decreased speaking anxiety (Galante, 2018) and increased engagement (Atas, 2015). While FL teachers express widespread enthusiasm for drama techniques, they ironically tend not to implement them (Belliveau & Kim, 2013). Seldom researched is the role training can play in galvanizing FL teachers to integrate IDTs into their FL teaching practices. The goal of this design-based study was to discover to what degree a professional development program (PDP) in IDTs can equip FL teachers with the resources and skills to integrate IDTs into their secondary school curricula. English, French, German and Spanish teachers (n = 20) from throughout the Netherlands participated in this ten-month prototype PDP. Participant logbooks, session evaluations and interviews revealed that, regardless of the language taught or previous experience with drama, these teachers were overwhelmingly positive in expressing that the PDP had equipped them with the skills and resources to implement IDTs and as such, promote spoken interaction.

60213 11:15-11:40

Capitalizing on the Affordances of Virtual Professional Development: The Case of a Paraguayan English Teachers' Association During the COVID-19 Pandemic

Valentina Canese, Universidad Nacional de Asunción, Paraguay
Rocio Mazzoleni, Universidad Nacional de Asuncion, Paraguay
Elena Nuñez, Universidad Nacional de Asuncion, Paraguay

Since 2018, PARATESOL (TESOL International Affiliate in Paraguay) has been steadily increasing the number of professional development opportunities in the Paraguayan English teaching community. Between the years 2018-2019 over ten workshops and two international conferences were organized by the board, all of which were held face to face exclusively. Due to lockdowns in Paraguay caused by the COVID-19, during 2020 all forms of professional development activities organized by the association at first were put on hold. In May, the Paratesol board decided to take the challenge offering weekly free online workshops for teachers in Paraguay and the region through the Zoom platform which would allow them to reach more people. Through a case study approach, this presentation will focus on describing how this organization capitalized on the affordances of the virtual environment to offer an unprecedented number of professional development activities for their members as well as non-member English teachers in Paraguay and around the world. The number of weekly workshops more than quintupled from previous years, reaching over 600 teachers in Paraguay and around the world. Likewise, the annual conference more than doubled the number of participants as well as countries represented with presenters from 14 different countries sharing their expertise. Even though changing the way workshops were held was challenging and unknown, the association has grown in confidence with time and has transcended the frontiers. The board has also strengthened relationships with different TESOL associations in the region which could be seen in the diverse attendance in the workshops.

60546 11:40-12:05

Implications of Trilingual Education on Pre-service Training in Wales

Delyth Jones, Aberystwyth University, United Kingdom

This paper will focus on innovations in the Welsh education system in light of the introduction of a new curriculum in 2022, (Welsh Government, 2020). Language learning is one of the areas facing changes, with international languages, Welsh and English being placed in the Area of Learning and Experience known as Languages, Literacy and Communication. Pupils will have the opportunity to learn an international language from year 5 in primary school. This development should be seen in the context of the Welsh government's target of creating one million Welsh / English bilingual speakers by 2050, (Welsh Government, 2017). This target has raised concerns regarding the availability of teachers able to teach through the medium of Welsh and the role of initial teacher training to address this. Comparisons will be drawn with other UK nations teaching a foreign language in primary schools and the challenges that they have faced (Myles, 2020, Giraud-Johnstone, 2017). The context of the Welsh language, as a minority language within Wales, raises questions regarding the linguistic / cultural competence of teachers able to teach in minority, immersion settings, (cf. Canadian francophone minority context, Gilbert et al, 2004). The experiences of other trilingual models in Europe will be considered, (Mercator, 2011). Further implications for pre-service training with the introduction of an international language within the existing varied bilingual settings of primary schools of Wales will be discussed.

10:50-12:30 | British Summer Time (UTC+1)

Friday Live Stream Session 2 | Room A

Professional Development in Language Learning

Session Chair: Will Baber

60539 12:05-12:30

An Outline of Academic Norms for Assessing Academic Presentations in ESL Courses

Lucie Němečková, University of Žilina, Slovakia
Jozef Bruk, University of Zilina, Slovakia

Presentation skills belong to the crucial skills required during the academic period. Besides, potential employers demand them as the inevitable transferable skills for job candidates. ESP courses at most of the Slovak universities include, in general, practicing Presentation skills and spoken interaction with the focus on giving a successful academic speech. Students also learn specific terms for each scientific topic which is beneficial thus significantly differing from general English lessons. In line with this, there exists an abundance of materials for academics aiming to guide them in how to succeed in presentation and improve presenting skills. However, the materials depart from the structural principles and criteria assessment of the spoken production. This fact leads to a different assessment approaches of lectors. The aim of the research was to bridge this gap by outlining a unifying concept of ESP assessment methodology comprising criteria from CEFR, Cambridge University, Oxford University, Goethe Certificate as well as practical hints collected by university language teachers. More precisely, the team studied, analysed, and encapsulated the information from available sources to create two cohesive materials – assessment methodology for teachers and guide for students. Finally, a study presented in the paper, having been conducted on a sample of university students across 3 faculties, shall test the methodology proposed and prove the quality of material being developed.

12:40-14:45 | British Summer Time (UTC+1)

Friday Live Stream Session 3 | Room A

Plurilingualism-Bilingualism

Session Chair: Dexter Da Silva

59974 12:40-13:05

What If We Enable Translanguaging in the EFL Classroom? Observations and Reflections from Two Reading Groups

Nada Bin Ghali, Newcastle University, United Kingdom

Translanguaging pedagogy suggests a new perspective in language education relating to multilingualism; multilingual learners have one linguistic repertoire and not two or more separate language systems (García and Wei, 2014). When learners translanguage, they are able to draw on all their language features in a flexible and integrated way (Otheguy, García, & Reid, 2015). In the Foreign Language Classroom, however, the tendency to use the target language only is still advocated as a pedagogy. This study attempts to enable learners in English as a foreign language classroom to draw on their full linguistic repertoire through collaborative reading lessons. Through strategically enabling translanguaging in reading lessons (Celic and Seltzer, 2011), this study has revealed that learners showed creative ways of language use for learning and reflected positively on this experience. Learners in the two groups were observed over six weeks and were asked to reflect their learning every week. The same learners were also interviewed at the end of translanguaging weeks after completing a modified model of the learning reflection (Ash and Clayton, 2009). This study positions translanguaging as collaborative and agentive, within a sociocultural framework of learning positioning translanguaging as a resource for learning as well as a process of learning. Translanguaging learning episodes are elicited from classroom observations, artefacts, interviews, reflections, and focus groups where they are analysed qualitatively following the sociocultural discourse analysis (Fairclough & Wodak, 1997; Mercer, 2004). Initial outcomes suggest functions of translanguaging in collaborative reading tasks and recommendations for a collaborative translanguaging pedagogy approach.

60593 13:05-13:30

Methodological Study on the Effectiveness of Korean Classical Novels (L1)'s Usage in an EFL/ESL Class

Patrick McIver, Daegu Catholic University, South Korea
Sang-Young Park, Daegu Catholic University, South Korea

The current bilingual theories argue that the L2 language practices of bilingual students are derived from a single language repertoire and that enabling students to have access to their entire language repertoire can be an essential resource for further language development. Recent academic studies show that using students' language repertoire, including L1 language in the target language classroom, increases students' intrinsic motivation and improves fluency; however, many researchers still show skepticism regarding this teaching pedagogy. Therefore, this study is based on Chomsky Nativist and Krashen Monitor; the research validates that using L1 text improves students' intrinsic motivation and fluency and increases curiosity about L2 culture while learning L2 language. In order to prove this, the study used three Korean Classical Novels written by Park Ji Won. The study included 100 students from intermediate and beginner EFL/ESL classes. A task-based assignment was given, and a questionnaire was used to ascertain the students' opinions on the use of L1 text to improve motivation, fluency, and curiosity. This study reveals that EFL/ESL students can acquire a second language by learning about their traditions and culture, not just a practical and utilitarian text. In addition, this research proves that increasing curiosity and knowledge are integral components in language development, not only with the L1 text but congruent with the L2 text, which is essential to acquiring the target language. The implication of this study emphasizes that not only L2 texts but also L1 texts are crucial for language development.

60212 13:30-13:55

Language Proficiency and Language Use Cause Individual Variability in L2 Predictive Processing

Laura Fernandez Arroyo, Rutgers University-New Brunswick, United States
Nuria Sagarra, Rutgers University-New Brunswick, United States
Cristina Lozano-Argüelles, John Jay College of Criminal Justice, United States

Language prediction is essential because it contributes to language comprehension. Inability to predict may be an obstacle in second language (L2) comprehension, especially in small structures like morphology. While ability to predict in non-native speakers has been researched before, sources of individual variability are still unclear: working memory effects have hardly been found (e.g., Sagarra & Casillas, 2018); language activation has also been suggested as a conditioning factor in processing (e.g., van Hell & Tanner, 2012), but it has not been clearly defined; only language proficiency is a more reliable predictor (e.g., Schremm et al., 2016). Here, we explore how language proficiency interacts with language use in an L2 speaker's ability to predict verb tense cued by lexical stress. In Spanish, a lexically stressed syllable cues present tense (FIRma 'signs'), and a lexically unstressed syllable cues past tense (firMÓ 'signed'). In English, lexical stress also distinguishes words, but it is not as typical and in Spanish and it is realized acoustically differently. English learners of Spanish at different levels of proficiency completed a visual-world paradigm where they predicted verb tense in a sentence they heard in Spanish. Preliminary results suggest that the higher the proficiency, the more frequent and faster the prediction, and when proficiency is neutralized, the more frequent the use, the likelier the prediction, making both language proficiency and use good predictors of anticipation performance. These findings inform L2 acquisition and processing models in regard to individual differences, and the larger debate of what language activation is.

12:40-14:45 | British Summer Time (UTC+1)

Friday Live Stream Session 3 | Room A

Plurilingualism-Bilingualism

Session Chair: Dexter Da Silva

60536 13:55-14:20

Realizations of Complaints in Computer-mediated Communication: A Cross-cultural Comparison Between Saudi Arabic and British English in WhatsApp

Ziad Almalki, University of Liverpool, United Kingdom

The present study aimed to investigate the realizations of different complaint strategies in computer-mediated communication by Saudi and British students in university settings. 15 native speakers of Saudi Arabic and 15 of British English were recruited to respond to an online survey (Google Forms) of four imaginary situations. The situations were designed for the participants to be the complainers via WhatsApp, in which their expressions were analysed according to Trosborg's (1995) categorization of complaint strategies and Politeness theory. Using SPSS (version 26), Mann-Whitney U tests were performed to find significant differences between the groups. As a result, the groups similarly employed ill consequences, indirect accusations, direct accusations, requests for repair, greetings, address terms, downtoners, and commitment upgraders. As for statistical significances, the British used more drawing attention and swear words, while the Saudis preferred modified blames and prayer for hearer. Furthermore, upon examination of the effects of the social variables on the participants, the differences between the two groups were minimal in instant messaging. Modified blames were significantly employed by the Saudis with in-group interlocutors, like close friends and roommates, while the British decided to express the ill consequences of the offense and use direct accusations. As for out-group interlocutors, like classmates, the groups performed similarly, and distributed their choices of strategies over accusations and expressions of disapproval. Overall, the differences between the groups could be explained in the light of the interactional ethos of the two cultures and Politeness theory.

59309 14:20-14:45

Culture and Identity in the Learning of Pragmatics During Study Abroad: A Longitudinal Case Study

Xiaowen Liu, University of Leeds, United Kingdom

This presentation will introduce an on-going PhD research: a longitudinal case study investigating how five Chinese students sojourning in the UK develop their pragmatic knowledge and skills in English, and how this relates to their changing cultural values and the various identities they negotiate within different communities. Qualitative data were collected through semi-structured interviews and learning logs. The findings indicate identity challenges study-abroad students face in daily interactions concerning L2 pragmatics: linguistic barriers and unfamiliar conventions in interpersonal communications could hinder them from expressing themselves and forming relationships in the way they desire. This process appeared to be uncomfortable for some learners, but it triggered expansion in intercultural awareness and self-perception. It seems differences and difficulties related to L2 pragmatics nudged participants to go beyond linguistic forms to explore deeper cultural meanings behind the language and to reflect on values formed in their past experience. In brief, this study focuses on not only how learners acquire greater L2 proficiency but also how they apply language as a tool to socialise, and how L2 learning enables them to change and develop as a whole person in the study-abroad context. It has implications for institutions and tutors in higher education on how they might facilitate diversity and inclusion through helping international students to find their place in their adopted communities, gain a stronger position and have their voice heard through providing pragmatic-specific support.

09:00-10:40 | British Summer Time (UTC+1)

Friday Live Stream Session 1 | Room B

Education, Sustainability, & Society

Session Chair: Christian Alexander Klinke

60191 09:00-09:25

Teaching Climate Change in Primary English and Literacy Subjects: Multimodal Insights on Using Eco-documentaries

Tingjia Wang, Hiroshima University, Japan

To design and implement climate change components into school education, multimodal literacy is a significant skill both teachers and students need to develop in order to critically consume factual and persuasive messages in climate change discourses in a range of media, such as eco-documentaries, news reports, webpages and so on. This presentation showcases a study that aims to explore two recurrently used communicative strategies in eco-documentaries for the purpose of communicating scientific and civil information to the public. Communicative strategies are typically presented as patterned visual representations in multimodal discourses. This study will explore two patterned, typical documentary representations of two key climate change themes respectively. One is the patterned representation of the Keeling Curve diagram, in relation to the visualisation of the invisible cause of climate change – the increase of carbon dioxide in the atmosphere; the other is the patterned representation of social rallies, in relation to the visual construction of the community identity "we". Analysis of these two themes will demonstrate the value of teachers' meta-awareness of multimodal literacy as a critical component in English and Literacy subjects in school education. It will further indicate that climate change should not be solely considered as a Science subject topic in school education. Resources like eco-documentaries are valuable materials to develop both students' multimodal literacies and their social responsibilities in Literacy subjects. A practical metalanguage toolkit will be suggested for teachers to scaffold students' critical thinking about climate change issues after consuming multimodal resources like eco-documentaries in class.

60084 09:25-09:50

Erdogan's "New" Educational Movement: Another Battle Field Against the Gülen Movement

Mehmet Evrim Altin, International University of Bad Honnef (IUBH), Germany

The private education sector plays a significant role in the Turkish education system, which is based on central exams to attend the higher schools and universities and the sector has grown rapidly in the last four decades, in which the Gülen movement achieved significant success in this sector (Vicini, 2020). Therefore, the Erdogan regime created a new educational concept under the Maarif foundation and fights against the movement through this concept. The purpose of this paper is to examine the Erdogan administration's efforts in the educational field, how it fights against the Gülen movement, and the educational concept of the Maarif Foundation. A qualitative research design is used to study this issue. Semi-structured expert interviews are conducted with managers of the Gülen inspired schools and experts on the movement from three continents, such as Europe, Africa, and America. The results show that the complete Gülen movement is labeled as a Terrorist organization, its reputation was damaged and, consequently, these educational institutions were closed in Turkey. In addition, the Erdogan regime used different methods against the Gülen inspired schools outside of Turkey and offered new colleges that were managed by the Maarif Foundation in Turkey. These new schools call themselves "Turkish Schools", have a STEM-based curriculum that is taught in English by Turkish teachers from Turkey and focus on expanding the Turkish language and culture outside of Turkey. How several countries reacted to this offer and current developments are focused on this paper.

60201 09:50-10:15

Youth Learning From Teaching and Participating – Case Studies From Wrocław, Poland

Hanna Achremowicz, University of Wroclaw, Poland

The crisis of democracy observed in Poland requires designing educational solutions that will prepare young people to act in a changing world. The aim of the presentation is to picture the theory and practise of two projects: 1) Research about the Children teaching children method, used by our youth circus group in Wrocław. 2) Participatory action research about learning from activism. Both actions are conducted with youth in 2020/21 in Wrocław. The first project involves a youth group teaching circus tricks to children for 4 years. Youth and researcher have created practical recommendations from the project for the NGO in order to present how youth potential can be used to teach children. Second project is conducted in participatory action research methodology with the group of youth who examine their peers, asking them about their involvement in activism and the public sphere. We have used the Knud Illeris theory of learning to examinate this process. The Polish cultural and political context was very important to the research. Many researchers point out that despite the ratification of the Convention of the Rights of a Child, some of its recommendations are not respected. There are no national projects, institutions or solutions responsible for including youth in decision-making policy. The experience during the pandemic has shown that children and youth rights can be easily limited, and the level of youth mental problems has increased significantly. Activism and involvement in a circus group can be an opportunity for building youth resilience.

60555 10:15-10:40

Inclusive Foreign Language Assessment in Trying Times: Pre-service Teachers' Attribution Mechanisms and Their Implications for Inclusive Emergency Remote Teaching

Joanna Pfingsthorn, University of Bremen, Germany
Julia Weltgen, University of Bremen, Germany

The main goal of foreign language education (FLE) to foster intercultural communicative competence implies the need to include and connect diverse learners (e.g. Council of Europe, 2001) and thereby aligns itself with key principles of inclusive education. Yet, the pursuit of communicative competence (CC) is a task that often divides rather than includes. In the German context FLE was long regarded not worth pursuing among students with special educational needs (cf. Kleinert et al. 2007; Morse 2008; Dose 2019). As a construct, CC is also multifaceted enough to display considerable individual differences between learners. In research, "good learners" have been linked with higher levels of FL success compared than to "low-achieving" or "poor" learners (e.g. Ganschow & Sparks 1995; Nunan, 1995). Such categorizations can hardly be considered inclusive (Clough & Corbett 2000). In fact, attributing "poor" observable behavior (e.g. "does not keep a conversation going") to dispositional traits (e.g. "is a poor learner"), rather than to external factors (e.g. "does not like the task") is one of the most commonly documented biases in social perception research, called the fundamental attribution error (Ross, 1977). Errors of this sort are likely to happen when assessment takes place under uncertainty or is based on limited contact with learners, e.g. in emergency remote teaching settings. This contribution presents the results of a quantitative questionnaire study which confirms that (pre-service) FL teachers are indeed prone to the fundamental attribution error in their evaluation of FL learners and discusses implications for remote emergency assessment.

10:50-12:30 | British Summer Time (UTC+1)

Friday Live Stream Session 2 | Room B

Education, Sustainability & Society

Session Chair: Kwame Akyeampong

60085 10:50-11:15

Discussing School Policy: Responses to Citizenship, Belonging and Collective Identities in Education

Emma Carey Brummer, University of Antwerp, Belgium
Noel Clycq, University of Antwerp, Belgium
Heleen Touquet, University of Antwerp, Belgium

Increasing ethno-cultural diversity is common to most urban areas in Europe and debates on social cohesion, national identities, and citizenship are prominent in contemporary society (Bauböck, 2018). Education plays a key role in promoting a shared sense of belonging. Emerging interest in citizenship education is therefore perceptible in research, policy and practice. Substantial literature has explored the normative, 'fact-based' nature of citizenship education (Joris & Agirdag, 2019). Yet, previous research has shown that ethnic minority students in Europe construct different collective identities than ethnic majority students and national identities appear to be less attractive to ethnic minority youth (De Vroome, Verkuyten, & Martinovic, 2014; Fleischmann & Phalet, 2018; Jugert, Šerek, & Stollberg, 2019). These results imply that civic knowledge and attitudes are not able to bind ethnic minority students emotionally to an 'imagined national community' (Alba & Foner, 2015). Little is known about how the enactment of citizenship education and other policies aiming to create connectedness affects the emotional attachment and identifications – dimensions of belonging – of pupils with diverse backgrounds. In this study, I examine how schools in Flanders – the Northern part of Belgium – construct, interpret, and negotiate belonging, citizenship, and collective identities within existing discourses and political pressures targeting education. Drawing on interviews with headteachers and policymakers as well as analysing policy documents on citizenship education, this paper presents a variety of notions on how national and political discourses on citizenship, belonging, and social cohesion affect policies and practices of secondary schools in Flanders.

60613 11:15-11:40

How Does a Future EU Citizen Look Like? Regional Differences in Global Competence of Students: Evidence From PISA 2018

Jogaila Vaitekaitis, Vilnius University, Lithuania
Audronė Jakaitienė, Vilnius University, Lithuania
Julius Žilinskas, Vilnius University, Lithuania
Dovilė Stumbrienė, Vilnius University, Lithuania

Increasingly complex and interconnected world requires not only mathematical or scientific literacies, but ability to understand cultural diversity, recognise core values of democracy, empathy and tolerance. According to the United Nations, the "optimistic" 3°C climate warming in this century will accelerate desertification, drought, ecosystem degradation and sea-level rise, which will directly affect more than 1 billion people. It is modelled that by 2050 this will summon 200 to 630 million asylum seekers and climate change refugees. What kind of knowledge, skills and values do students need to get ready for challenging future? OECD has an answer – people with global competence. In 2018 cycle of PISA, OECD has assessed 15-year-old students' global competence – a multidimensional capacity that encompasses skills, knowledge and values needed to thrive in interconnected world. Using this data, we applied Principal Component Analysis to get a glimpse of how does a future EU citizen look like. The analysis was performed for 22 EU countries based on four dimensions of the global competence construct. The results show that Eastern European students stand out as taking least actions for sustainability, while in Northern Europe - Lithuanian students report highest awareness of global issues; a separate attention is granted for Southern European countries which report having the strongest (Italy, Greece) and lowest (Spain) anti-immigrant attitudes. Further analysis can supply policymakers and educators with evidence for challenging time ahead.

60479 11:40-12:05

Resistance to Systemic and Institutional Racism: Traveller Activism and Resilience During COVID-19 Times

Anne Marie Kavanagh, DCU Institute of Education, Ireland
Maeve Dupont, DCU Institute of Education, Ireland

The COVID-19 pandemic has exposed and exacerbated entrenched systemic inequalities both within and between countries (Goldin & Muggah, 2020; Vickers & Hutchings, 2020). In the Irish context, the incidence rate of COVID-19 infection among the Traveller Community, which is an indigenous Irish nomadic group, exceeds twice that of the wider population (Pavee Point, 2021). These disparities lay bare the structural and institutional inequalities that shape Travellers' experiences of the sedentary world. Despite the challenges of the pandemic, the Traveller Community has continued in its efforts to agitate for its rights, including in the area of education. In recent times, this resistance and activism has involved the introduction and progression of a bill through the Irish parliament which seeks to make the teaching of Traveller history and culture mandatory in Irish primary and second level schools. This presentation seeks to examine both the activism and resilience of the Traveller Community in progressing its agenda in education. Using critical social justice scholarship, it critically examines the Traveller Culture and History in Education Bill 2018 and questions whether curricular representation of Traveller history and culture can play a role in disrupting the reiterative reproduction of institutional anti-Traveller racism (Goldin, I., & Muggah, R. 2020) Covid-19 is increasing multiple kinds of inequality. Here's what we can do about it.

60494 12:05-12:30

Macro Factors Determining Transition of Vietnamese International Students Mobility

HoangNam Tran, Tokushima University, Japan
Cheng-Hai Jin, Tokushima University, Japan

With constant increasing in numbers of students studying abroad, Vietnam is on the way to become one of the largest contributors to the world's international student mobility. This paper reviews the macro factors that affect the transition of trends and mobility of Vietnamese international students in the modern time. By examining related studies and literature, it is demonstrated that trend of studying abroad in Vietnam is not subjectively resulted by decision of the students themselves or of their families, but it is strongly influenced objectively by external determinants including cultural, social, political, foreign relation, economic, educational factors and policies in the country. The overall picture was changed from several thousand students sent to the Eastern bloc during the cold war to nearly 200,000 students currently studying in Japan, Australia, US, Europe etc. The results show the influence of major factors to the transition trends of Vietnamese international students over time, including number of students, study destinations, career after graduation and impact on society.

12:40-14:20 | British Summer Time (UTC+1)

Friday Live Stream Session 3 | Room B

Adult Learning & Professional Development

Session Chair: Zachary Walker

60297 12:40-13:05

The Effect of Clinical Case Presentation Framework Session on Improving Quality and Reducing the Duration of Clinical Case Presentation

Hassan Karali, Newcastle University Medicine Malaysia, Malaysia

Aim: To enhance medical students' clinical case presentation quality whilst reducing its duration by using the clinical case presentation framework. Methodology: This is a cross-sectional study that was conducted on third-year medical students in Newcastle University Medicine Malaysia (NUMed) between 9th January and 5th July 2019. Twenty-three third year medical students participated in the study during their Obstetrics and Gynaecology rotation. Each of the participants prepared a case presentation to be presented to the audience. The quality scoring was explained to the students and each presentation was timed using stopwatch. Thereafter, feedback and score were given to the presenter after the case presentation. The clinical case presentation framework session was taught, and students were given time to re-do their presentation. Cases were presented again, timed and scored. The changes in presentation timing and quality score were analysed using SPSS to estimate the effect of the session on the student's clinical case presentation skills. Results: The study shown significant reduction in presentation time from 3.13 minutes to 1.23 minutes after having the session and used the clinical case presentation framework (mean difference 1.9, 95% CI= 1.4 to 2.5). Out of 10 of the total score, the presentation scores also showed statistically significant improvement in quality of the presentation from 5.61 to 8.87 for pre-session and post-session, respectively, upon using the presentation framework (mean difference 3.3, 95% CI= 2.6 to 3.9). Conclusion: The framework can improve time and quality of clinical case presentation.

60298 13:05-13:30

Patients' Impact on the Hidden Curriculum of Medical Students: A Qualitative Study on Undergraduate Medical Students

Hassan Karali, Newcastle University Medicine Malaysia, Malaysia

Aim: To explore and understand professional practice development through medical students' observation of patient's responses towards the medical students, illness, and hospital staff.Methodology: Semi-structured focused group discussions were conducted between 3rd September 2019 and 3rd May 2020 using non-probability purposive sampling. Three focused groups were conducted with fourth-year medical students (n=19) to discuss about their third-year clinical placement experience. The focused group discussions were audio-recorded and transcribed verbatim. Data were analysed using Interpretative Phenomenological Analysis framework to label the concepts, attached code to the data, and the codes were subsequently grouped into similar themes. Themes that emerged from the interpretation of the coded data were identified. Results: Four main themes emerged from the focus groups: (1) Student's observation on patient's responses towards students, illness, and staff; (2) Patient's perspectives towards students; (3) Students were affected by the experience; and (4) Factors influencing patient's responses to students, illness, and staff. The impact of patient's behaviour has influenced students' professional practice in two ways. The first impact is collaboration of students' observation during clinical placement with what has been learned through the written curriculum. The second impact is through a hidden curriculum.Conclusions: The hidden curriculum has influenced our students' learning through observation of new aspects and implementation of the learned written curriculum. Students can aspire medical educators, doctors, and medical staff to adopt approaches and attitudes that have a positive impact on students' professional practice and to acknowledge that they are the role models for the new generation's learning through the hidden curriculum.

60585 13:30-13:55

From Compassion Fatigue to Compassion Satisfaction: A Quali-quantitative Research Among Physicians Specialising in Oncology at the University of Padua

Paola Rigoni, University of Padua, Italy
Natascia Bobbo, University of Padua, Italy

Context: The quality of health workers' professional life includes some expressed or latent metacognition skills related to psycho-emotional stress management, especially in settings where there is constant contact with suffering or dying patients. The purpose of this study was to ascertain the quality and quantity of self-care strategies among oncology residents. Method: A professional educator administered the Professional Quality of Life Scale (ProQOL), which measures compassion fatigue, burnout, and compassion satisfaction, and an ad hoc questionnaire. The ProQOL is a questionnaire developed and validated explicitly to detect the emotional experience and perceived work quality of professionals engaged in high-exposure settings due to the onset of vicarious disorders. The same educator also interviewed each of the subjects involved in the study (semi-structured interview). The data collected, both quantitative and qualitative in nature, were analysed using a dedicated software (SPSS, ATLAS.ti). Results: Most of the residents involved were at risk of burnout and had low scores on the subscale of the test measuring satisfaction related to the pleasure of helping others.The study on oncology residents, known to be exposed daily to the risk of incurring vicarious disorders (vCheli, et al., 2017; IsHak et al., 2013; Rotenstein et al., 2016; Sinclair et al., 2016), confirmed the trend highlighted by a recent review of the literature (Panagioti et al., 2016).

60312 13:55-14:20

Effective Online Facilitation During MCO in Malaysia: Case Study of Tutor Roles, Challenges and Best Practices in an ODL Institution

Li Hsien Ooi, Wawasan Open University, Malaysia
Anna Christina Abdullah, Wawasan Open University, Malaysia

The Movement Control Order (MCO) was implemented in Malaysia on 18th March 2020 due to the Coronavirus-2019 (CoVid-19) pandemic. Its implementation has disrupted all levels of education and affected the operations of different types of educational institutions including Open Distance Learning (ODL) institutions. ODL institutions rely on tutors for online facilitation of learning experiences and they are critical for its success. This study aims to report the challenges tutors faced during MCO. The best practices highlighted are the most frequently cited strategies that the group of tutors have utilised to address the challenges mentioned as well as some unique strategies that were mentioned by individual tutors that would be worth sharing as good practices. It is reported according to themes based on what tutors regard as successful online facilitation. These themes were then compared to practices considered as successful online facilitation in the existing literature. Although most of the findings were consistent with existing literature, two new benchmarks of successful online facilitation which were self-efficacy of students in achieving learning outcomes, meeting assignment submission deadlines and availability of tutors to work with students throughout the learning process regardless of time and space were added.

09:00-10:40 | British Summer Time (UTC+1)

Friday Live Stream Session 1 | Room C

Language Learning: Learning Environments

Session Chair: Monty Satiadarma

60583 09:00-09:25

A Socioecological Framework to Understand School Staff Perspectives on Inequality in Three Norwegian Schools

Anabel Corral Granados, University of Trondheim, Norway
Eli Smeplass, Norwegian University of Science and Technology, Norway
Anna Cecilia Rapp, Norwegian University of Science and Technology, Norway

In the Norwegian big cities, oppression of minority groups and school segregation is a result of a faulty educational system. Literature on inequality in Nordic education does not necessarily identify the gap between the conceptualisation of inequality and school staff perceptions on their role and its resistance caused by multiple factors. We are interested in addressing this challenge by exploring three purposefully selected schools located in the same city. This paper is a qualitative study including 25 in-depth interviews with school personnel on their own understanding of anti-oppressive education of children. A socio-ecological framework on education is used to analyse and connect organizational system levels around research participants. The theoretical framework focuses on social networks and belonging (Tilly, 1995, 2006) and the staff perception of their school context through the anti-oppressive education theories (Kumashiro, 2000, 2002). This paper provides a discussion of the specific challenges for Norwegian primary schools regarding inclusive education related to social and organizational factors. A high performing school staff described challenges related to a lack of sharing responsibilities, unstable leadership, an individualized working culture, and sameness as a strong normative expectation. In an urban lower status school, the community of learning shared strong communication on inclusive practices, but the leadership was under heavy pressure from their surroundings to handle severe social problems. In a suburban lower status school, a committed staff team with a strong communication network identified an established cultural understanding of how to handle inequality through assimilation and whiteness.

60419 09:25-09:50

Improving English Writing Skills by Facilitating for an Autonomy-Supportive Learning Environment: A Case-study From a Norwegian Upper Secondary School

May Olaug Horverak, Birkenes Municipality, Norway
Gerd Martina Langeland, Lillesand Upper Secondary School, Norway

Research has shown that Norwegian upper secondary school students struggle with various aspects of writing English texts as required in the curriculum. To support a group of vocational students to improve their English writing skills, a fivestep method has been applied, that facilitates for self-regulation and emotional support in the learning process. The method is based on self-determination theory claiming that the basic needs of competence, autonomy and relatedness must be met to achieve intrinsic motivation. This is a pilot study investigating what students perceive stops them from succeeding with writing good texts in English, and what strategies they choose to apply to solve these challenges. The students reflected on the following questions individually and in class discussions: 1) What is important for you to learn to succeed with writing in English, and why? 2) What are you good at already that helps you write in English? 3) What is difficult and prevents you from writing in English? 4) What will you focus on improving the next few weeks? and 5) What specifically will you do to manage this? Preliminary results show that some of what stops the students is lack of motivation and insufficient vocabulary, and several students express a need to practice writing. Some students find good solutions to dealing with their obstacles, for example how to expand their vocabulary, but the majority struggle to find appropriate strategies. The study shows that in order to make students engaged in improving their English writing skills, extensive guidance is needed.

60255 09:50-10:15

Pre-service Teachers of Mandarin in English Secondary Schools: Perceptions and Practices of Differentiated Instruction and Self-Efficacy

Chuyi Wang, UCL Institute of Education, United Kingdom
Victor Wu, UCL Institute of Education, United Kingdom
Congcong Yan, Peking University, China

As one of the Teachers' Standards – which set the minimum requirements for teachers' practice and the award of Qualified Teacher Status (QTS) in England, "adapting teaching to respond to the strengths and needs of each and every pupil" is regarded as an approach which ensures that all the learners have the opportunity to experience success in their learning. However, to date, there has not been enough research focusing on adaptive teaching and differentiated instruction of Mandarin teachers in England. This study aims to investigate the dynamics of perceptions and practices of differentiated instruction as well as the sense of self-efficacy regarding overall teaching practice of the pre-service Mandarin teachers in England. It also aims to investigate the inter-relationships between their perceptions and practices of differentiated instruction with their senses of self-efficacy regarding overall teaching practice. This study particularly focused on a cohort of pre-service secondary teachers of Mandarin who are enrolled on an Initial Teacher Training (ITT) course, at an English university, for the award of QTS. It was carried out by mixed research methods including questionnaires, interviews and focus groups. This study answered questions – What are the dynamics of those pre-service Mandarin teachers' perceptions and practices of differentiation as well as their senses of self-efficacy regarding overall teaching practice throughout their Initial Teacher Training? To what extent do their perceptions and practices of differentiated instruction impact their senses of self-efficacy? The range of implications for language education presented by this study shall hopefully lead to further discussion.

09:00-10:40 | British Summer Time (UTC+1)

Friday Live Stream Session 1 | Room C

Language Learning: Learning Environments

Session Chair: Monty Satiadarma

60461 10:15-10:40

The Emergence of Flow in Foreign Language Classrooms

Jean-Marc Dewaele, Birkbeck, University of London, United Kingdom
Peter MacIntyre, Cape Breton University, Canada

The present study adopted a mixed-methods approach using a convergent parallel design to focus on the role that positive and negative emotions have in the Foreign Language (FL) classroom on the ontogenesis of positive flow. Participants were 1044 beginning to advanced FL learners from around the world. They provided quantitative and qualitative feedback through closed and open questions on FL enjoyment (FLE), classroom anxiety (FLCA) and experience of flow via an on-line questionnaire (Dewaele & MacIntyre, 2014). A multiple regression analysis revealed that FLE was a significant predictor of frequency of flow experience while FLCA had no effect. Further statistical analyses revealed that flow experiences are typically self-centered, infrequent and short-lived at the start of the FL learning journey and when the perceived social standing in the group is low. They become an increasingly shared experience, more frequent, stronger and more sustained as learners reach a more advanced level in their FL. What starts as an occasional individual spark can turn into a true fire that extends to other group members. The findings are illustrated by participants' observations of flow states in the FL classroom characterised by complete involvement in an individual or collective task, spontaneous joy and bonding with classmates, intense focus and joy, loss of sense of time and place.

10:50-12:30 | British Summer Time (UTC+1)

Friday Live Stream Session 2 | Room C

Interdisciplinary

Session Chair: Amanda Müller

60131 10:50-11:15

The Presentation Design of Assessments for Mobile Learning

Shiny Verghese, Gulf University for Science and Technology, Kuwait
Paul van Schaik, Teesside University, United Kingdom
Iqbal Al Shammari, Gulf University for Science and Technology, Kuwait
Florentina Halimi, Gulf University for Science and Technology, Kuwait

The global pandemic of COVID-19 resulted in the sudden transformation of learning to be online globally and the need for assessments to be presented online has become inevitable. Online assessments have been a boon to educators and learners in many ways even during the face-to-face learning before the pandemic. With attractions such as immediate feedback to learners and reduced grading for faculty, multiple-choice online assessments are becoming the preferred choice of testing in the higher-education sector. The design of online assessments is just as important as it is for traditional paper-based tests. While there is research on design parameters such as the font size in the design of webpages or online reading mostly on desktops and little on small-screen devices such as mobiles, there is a lack of research on the impact of font size in online testing for assessments, particularly on mobile devices. Specifically, design guidance to support the design of online assessments to tackle usability issues must be supported with credible empirical evidence. The design of the online experiment to test the effect of design parameters will be presented, which is currently funded by the Kuwait Foundation for the Advancement of Sciences (KFAS) to derive design guidelines for online assessments in the English language when administered on mobile devices. The following design parameters are tested for their effects on speed and learning performance: font size, response target size, presentation layout (whole-form or single item) on mobile devices. The research outcomes will allow educators to create better online assessment presentation designs.

60194 11:15-11:40

Quality in Online Project Learning at Scale

Jane Hallett, Practera, Edtech Platform, United Kingdom
Beau Leese, Practera, Edtech Platform, Australia

To equip students with the skills they need to succeed in the future of work, educators seek to deliver a range of experiential learning programmes to complement the academic curriculum. However, experiential learning with high proportions of in-person engagement can be complex and costly for educators to deliver at scale. Team-based industry projects where students apply their knowledge to address real problems posed by employers are a significant and fast-growing part of the equation. Online team-based industry team projects potentially offer educators substantial benefits including lower cost, broader geographic reach and enhanced scalability, but only if quality can be maintained. Covid-19 regulations have substantially increased the need for quality remote work-integrated learning. The Practera experiential learning platform supports online, blended and in-person team projects models. Practera is designed to engage, support and quality assure students, educators and industry mentors in experiential learning workflows. Practera's R&D team set out to test the nature and degree of quality variation in team-based projects with higher proportions of online engagement, as measured against a control program with similar characteristics. This study analyses a sample of 5394 participants from 22 universities and >400 employers, across 74 cohorts and 4 programme models supported by the Practera platform. Attendees will gain insight and engage in discussion around the: Learning design and delivery models of online team project models
· Results of the study against hypotheses across a range of quality metrics
· Perspectives on success factors for maintaining quality in online experiential learning

60577 11:40-12:05

Pedagogic Interest Group: A Novel and Proven Collaborative, Adhocracy Research Group Structure

Andrew Lunn, University of Central Lancashire, United Kingdom
Andrea Manfrin, University of Central Lancashire, United Kingdom

Background: Teaching is a core university activity and pedagogic research is essential for student experience, staff satisfaction, and REF and TEF scores. Pedagogic research is often performed as a secondary interest or by part-time staff. This requires good collaboration and existing research structures often result in pedagogic research falling through the gaps. Aim: To develop a clear and flexible structure to improve participation in and the output of pedagogic research in the School of Pharmacy and Biomedical Sciences at the University of Central Lancashire. Methods: A collaborative adhocracy called the Pedagogic Interest Group (PIG) was created in January 2020. It was designed to allow collaborative, flexible research projects to be easily set up by any member of staff. The group supervises and organises a bespoke team of people for each project, drawing on all previously involved staff's expertise and contacts through an initial project meeting organised by an independent group chair. Each project group runs independently, with further help available from the group chairs. Results: Under the PIG structure, seven projects have been undertaken in less than one year, with three papers published, two under review, two in preparation, one abstract accepted at an international conference and fifteen funded undergraduate research projects completed. Part-time teaching staff are more involved in the research across three departments internally and three other UK universities externally. Conclusion: The PIG structure works and depends on staff's continued engagement and at least two independent chairs for impartiality and transparency.

10:50-12:30 | British Summer Time (UTC+1)

Friday Live Stream Session 2 | Room C

Interdisciplinary

Session Chair: Amanda Müller

60612 12:05-12:30

Enhancing Student Engagement and Learning Outcome: A Student-centered Teaching Approach for Interdisciplinary Service Courses

Eva Pocher, University of Glasgow, United Kingdom
Wenya Cheng, University of Glasgow, United Kingdom
Lovleen Kushwah, University of Glasgow, United Kingdom

In this case study, the learning outcome of two different teaching methods within an interdisciplinary service course for Undergraduates was examined. In an Economics course for second-year Engineering students, a teacher-centered teaching approach was replaced by a student-centered teaching method halfway through the sevmester. Whereas the teacher-centered method concentrated on the unilateral way of teaching concepts and explaining mathematical case studies, the second approach asked students to solve math case studies as a class, helping other peers with different approaches of solutions and providing solutions to the lecturer. Through peers providing feedback as well as students immediately receiving feedback regarding their solution attempt, students were actively participating in the lectures, provided peer feedback and were able to reflect on their own learning. The feedback from peers as well as students' reflection on their own knowledge and understanding acted as a weekly formative assessment. Valuable information and feedback could be gathered from an online survey at the end of the course, confirming that such formative assessment in form of active learning & peer feedback will improve students' engagement, learning outcome and performance in the summative assessment.

12:40-14:20 | British Summer Time (UTC+1)
Friday Live Stream Session 3 | Room C
Interdisciplinary
Session Chair: Jim Briganti

60451 12:40-13:05
Middle Classness as a Life Project: Parenting the Middle-Class Child
Smriti Singh, Indraprastha Institute of Information Technology Delhi, India

Education has been a quintessential site for inter-generational reproduction of class advantage among middle classes, across contexts. Education is critical to class reproduction for a class, that has "shared experiences as owner of individual capital assets whether material (consumer goods, homes, small businesses) or cultural (education, social connections, training et cetera)" (Liechty, 2003; p. 254). However, it is the ironical non-convertibility of these material and non-material bases upon which middle-classness is contingent that makes middle-class strategies for class reproduction alluring. In terms of studying middle-class strategies for class reproduction, the usual focus of enquiry and research has been on school choices and enrichment activities that the middle-class parents choose or acquire for their children as part of "concerted cultivation" (Lareau, 2011: p. 48). This paper seeks however moves beyond mere school choices to systematically capture larger parenting practices tied to the discourse of childhood among middle-class parents. These practices are reflective of parental strategies for class socialisation and reproduction of class. The paper is based on insights from doctoral work submitted in 2017 and draws upon in-depth interviews and narratives of middle-class parents in the new urban context of Gurugram. The paper highlights the changing parenting practices among the middle class towards systematically investing in the children as longitudinal "projects" of class reproduction and class consolidation. The idea that children or individuals may come to be looked upon as projects in some ways is contended as being reflective of increasing individualisation in post-traditional times (Beck-Gernsheim, 2002).

60208 13:05-13:30
STEAM: Help or Hinderance?
Richard Davies, University of Central Lancashire, United Kingdom
Jo Trowsdale, University of Warwick, United Kingdom

Mejias et al (2020) reviewed the use and utility of the term STEAM in educational practice, echoing in their US study ideas advanced by our UK based review (see Authors, 2016). We all recognise that greater clarity of the term STEAM is vital for research and for assessing its value for practice. They argue that STEAM emphasizes the hybridity of the two epistemic positions inherent in STEM and arts. We argue that whilst this explicates an aspect of the STEAM narrative it does so at the expense of more nuanced understandings of its role in educational discourses. We argue that confusion arises not from the inclusion of arts into STEM, but with STEM itself. By uniting the two, STEM's inherent difficulties become apparent. We question two key aspects of Mejias et al's argument: that STEM is comprised of 4 disciplines to which arts adds a fifth, and their account of the purpose of combining the arts with STEM. Specifically, we argue, in line with Glover and Currie (1994), that viewing STEM as four disciplines misrepresents the epistemic landscape. Technologies (plural) and engineering, whilst grounded in broadly scientific knowledge, are necessarily transdisciplinary. Further, Mathematics, rather than a discipline, is the language of the natural sciences. The arts, similarly confused, are restricted in their educative potential. In terms of purpose, STEAM is an educational trope, along with STEM, within a volatile global market for industry and manufactured goods, and the educational pathways necessary to enhance the skills pipeline for such work.

59426 13:30-13:55
School Exclusion, Substance Misuse and Possession of Weapons: An Interpretative Phenomenological Analysis of Interviews With Children
Sarah Martin-Denham, University of Sunderland, United Kingdom

The aim of the research was to investigate the risk factors that led to the children misusing drugs, to determine the drivers of drug misuse and the subsequent implications of the children carrying knives into school. The research elicited suggestions from the young people of solutions that could have prevented their fixed period and permanent exclusion from school. Ethical approval was gained from the University of Sunderland Ethics Committee and the NSPCC (2018) and BERA (2018) guidelines for ethical research were adhered to. The interviews were analysed using interpretative phenomenological analysis (IPA) to understand how a homogenous sample made sense of their lived experiences (Smith, 2004; Smith et al., 2009). The findings highlight the importance of prompt identification and support for children who are encountering difficulties with learning and for teacher training to support the identification of children who are under the influence of drugs. The research provides further evidence that behaviour sanctions intended to improve behaviour, such as detention and isolation booths compound negative behaviours and increase mental health needs. Original to this research is the finding that children are consuming illegal drugs before school to cope with their inability to access education, to aid their concentration and to medicate themselves as a means of reducing their likelihood of being sanctioned by teachers. The findings highlight the importance of prompt identification, support for children with learning and subsequent mental health needs and drug education for children that begins in primary school and continues into secondary age provision.

60602 13:55-14:20
Synoptic and Authentic Assessments: Moving Away From Traditional Assessments to Integrate the Development of Transferable Skills
Sofia Barbosa Boucas, Brunel University London, United Kingdom
Pauldy Otermans, Brunel University London, United Kingdom

Using traditional forms of assessment (e.g. exams and essays) does not fit with a programme that aims to have a broader and richer approach to the subject as well as the development of transferable skills that will upskill students and prepare them for the graduate world. In additions, assessment is not to be used as a form of reassurance to the assessor (i.e. they have done a 'good' job); assessment must allow the student to understand and discover what is fundamental from the topic, at the same time they learn different, innovative, practical ways to show and disseminate that key knowledge and their skills set. This approach is in line with Brunel University London's strategy of using new, innovative ways of teaching and learning, and at the same time it provides students with continuity, consistency, and clarity in terms of their assessments across the programme. The purpose of this presentation is to disseminate good practice on the use of innovative assessments, specifically synoptic and authentic assessments. These assessments ensure a positive correlation with the skills set students must carry into their graduate careers, as well as allowing a shift from silo-thinking to a more interconnected perspective between modules, and improving synthesis and application skills (Southall & Wason, 2016).



Saturday, July 17

Parallel Sessions

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

09:00-11:05 | British Summer Time (UTC+1)

Saturday Live Stream Session 1 | Room A

International Education

Session Chair: Daniel Kjellsson

60081 09:00-09:25

International Expansion Strategy of Gülen Inspired Schools Through Internationalization and Localization

Mehmet Evrim Altin, International University of Bad Honnef (IUBH), Germany

From the perspective of the educational sciences, globalization is one of the crucial subjects today and several educational movements attempt to open international markets by opening branches or working on cooperations. The Gülen Movement is one of these movements, which has successfully globalized their schools and, thus has become an international educational movement in the last three decades, like the Waldorf and Montessori movements (Alam, 2019, p. 136). The purpose of this study is to examine the globalization of the Gülen Inspired Schools. A qualitative research design is used to study this issue. Semi-structured expert interviews are conducted with managers of the Gülen inspired schools and experts on the movement from three continents, such as Europe, Africa, and America. The results show that, initially, globalization strategies, founding, and the success of the Gülen inspired schools in different regions of the world are researched. Following, the effects of the failed coup attempt in Turkey in July 2016 on the globalization of Gülen inspired schools, their current situation, and the future of these schools is discussed with the participants of this study. The results show that Gülen inspired schools used internationalization, despite globalization, and localization as a basic strategy through their international expansion. Besides, the failed coup also accelerated the globalization of the movement and forced the movement and their schools to become more international. As a result, Gülen inspired schools transformed themselves into local schools without losing their international network and practice "global thinking, local acting" philosophy in these institutions.

60270 09:25-09:50

Tackling Girls Dropping Out of School in Malawi: Is Improving Household Socio-economic Status the Solution?

Lana Chikhungu, University of Portsmouth, United Kingdom
Esme Kadzamira, University of Malawi, Malawi
Lizzie Chiwaula, University of Malawi, Malawi
Elizabeth Meke, University of Malawi, Malawi

Malawi has one of the highest school dropout rate in Southern Africa with 15% of girls and 12% of boys, dropping out before finishing their primary school. To tackle the problem of girls dropping out of school and reduce child marriage, the Malawi Government and donor community have engaged in various activities including provision of bursaries finance to support primary and secondary school girls. It is not known however, to what extent the provision of bursaries and other school expenses can reduce girls dropping out of school and in so doing tackle child marriage in Malawi. We reviewed literature, analysed the Malawi Education Management Information (EMIS) and other sources and carried out focus group discussions in selected primary schools in four rural districts to explore the impact of school bursaries and socio-economic status on girls dropping out of school. The quantitative data was analysed through the production of charts, graphs and calculation of percentages and the qualitative data was analysed using thematic coding. Lack of money to pay for school fees was a major reason for the high girl school dropouts. School bursaries appeared to help keep more girls in school and girls from households with better socio-economic status were less likely to drop out of school. Promotion of programmes that enhance household socio-economic status in rural areas should enable households to be financially capable of schooling their children. Bursaries should be offered to all needy girls in secondary schools.

60440 09:50-10:15

Remote Learning in Transnational Education: Does Student Engagement With Virtual Learning Environment Predicts Student Performance in Examinations?

Taher Hatahet, Queen's University Belfast, United Kingdom
Ahmed Mohamed, Queen's University Belfast, United Kingdom
Maryam Malekigorji, Queen's University Belfast, United Kingdom

The higher education system in the 21st century has moved towards internationalisation where students can study online remotely. Universities' virtual learning environments (VLEs) have changed the relationship that student has with their course of study, which significantly supports student learning and course engagement. VLEs not only provide a platform to transfer content, but also offer high-tech tools to support learning in a flexible environment. VLEs can provide analytics on student's course engagement, i.e., total activity time, accessed page counts, last login date, etc., to monitor student's progression. This work investigates the usefulness of engagement assessment tools (EAT) available through Canvas VLE to predict students' final exam scores using predictive modelling. A multiple regression model is introduced to develop an equation that predicts exam scores based on EAT and coursework performance data. The equation was developed using data from 55 students in a course, and assessed for strength of relationship, presenting a statistically significant correlation with $R2 = 0.611$, and p-value < 0.0005. The results highlight that the data obtained from EATs are of minor value compared to coursework performance. furthermore, an optimization routine was developed to increase the accuracy of the equation through a decision variable X for each student that represents other factors (i.e., personal interests and studying hours). Variable X has proved to have a significant contribution to the equation and predicting student performance more accurately. The broader purpose of this is to see whether EATs can be used to identify disengaged students so that early interventions can

09:00-11:05 | British Summer Time (UTC+1)

Saturday Live Stream Session 1 | Room A

International Education

Session Chair: Daniel Kjellsson

60172 10:15-10:40

Combining Place Based Education in International Schools and the Emotional Importance of Community Building

Dana Lev, University of Bucharest, Romania

This study seeks to explore the sense of place that Third Culture Kids (TCKs) have and the various interpretations that TCKs have regarding their lived reality, as they form part of an international community. This study contextually explores the sense of belonging to a place. The purpose of the study is to ascertain the role and ways of implementing "Place Based Education" in the context of international and multicultural education systems that serve TCK populations. This was done while trying to understand concepts from the expatriate way of life as expressed by TCKs who attend the American International School of Bucharest. The research aimed to understand whether and how PBE can be implemented in an international school. Throughout two academic school years, field observations and interviews with students and school staff were conducted. The data analysis resulted in three main findings. The first, was ambivalent feelings towards the host country which were connected to expressions of place attachment, place dependence and place identity. The second, was self-identification as a TCK and a sense of belonging to an international community. The third and most surprising finding was a strong sense of place in relation to the school itself. This process led to the comparison, between Place Based Education criteria to the criteria of the International Baccalaureate program and the discovery, that these two pedagogical worlds are overlapping and can therefore be easily combined. The main conclusion of the research is acknowledging community qualities within school and its effects on student's wellbeing.

59856 10:40-11:05

Transformative Learning and Short Term Study Abroad: A Comparative Study of International Students' Learning Experiences in the UK and China

Xianghan O'Dea, York St John University, United Kingdom
Chen Wang, Durham University, United Kingdom
Mike O'Dea, York St John University, United Kingdom

International students' study abroad experience has been a popular research topic. However, little attention has been paid to students studying short term programmes in a country that differs significantly from their home country in the areas such as language, the education system, and the associated learning and teaching approaches. Due to the compressed nature of this type of programme, the academic challenges and difficulties students on short term programmes experience are likely to be more severe than other international students. This paper aims to help bridge the gap. It uses transformative learning theory as the analytical foundation to examine the learning experiences of a group of Chinese top up students studying year-long top up programmes in a UK institution, and a group of international students (European students) studying semester-long language programmes in a Chinese institution. The narratives of 27 students are analysed in relation to their cognitive and behavioural activities, and also their self and collaborative reflective activities. The findings indicate that these students didn't study effectively abroad, as they only partially achieved transformative learning. The main influence was found to be that both host institutions didn't modify their teaching approaches properly to support the development of transformative learning. This paper ends with recommendations for improving the existing pedagogical approaches and strategies for the two institutions, and potentially other higher education institutions in Europe and Asia, with the intention to facilitate international students' transformative learning more effectively.

11:15-12:55 | British Summer Time (UTC+1)

Saturday Live Stream Session 2 | Room A

Learning Experiences, Student Learning & Learner Diversity

Session Chair: Stephen Hall

60676 11:15-11:40

A Qualitative Case Study on Nepalese EFL Teachers' Perception of Differentiated Instruction

Samikshya Bidari, Kathmandu University, Nepal

Differentiated Instruction (DI) is a pedagogical premise that provides benefits, such as meeting diverse learner needs, accommodating students with varying learning abilities (De Jesus, 2012). DI is not just for special education; it addresses every student's needs without turning classrooms into cram schools or private tutoring lessons. Therefore, in light of recent progress in Nepal's education sector, ignoring the importance of DI in the EFL classroom is extremely difficult. Previous research has paid little attention to the complexities of DI implementation in Nepal. There has been little discussion of EFL teachers' perceptions of DI in Nepal, in particular. The aim of this study was to investigate Nepalese EFL teachers' perceptions and the factors supporting and hindering the implementation of DI in their classrooms. This research provides valuable insights into the pedagogical effects of incorporating DI in a desirable manner. A qualitative case study was employed as a research design of the study. Fifteen EFL secondary level teachers teaching at private schools in Kathmandu Valley were selected for this study. The teacher participants were chosen via a systematic random sampling procedure. The data were analyzed and interpreted using a thematic approach, employing survey questionnaires, teachers' interviews, book analysis and classroom observation as data collection instruments. The findings of this study showed differentiated instruction was found to be at its pre-stage of implementation due to large class size, syllabus constraint, time constraint, lack of teacher professional development events and digital incompetency during COVID – 19 pandemics.

60556 11:40-12:05

Easytalk: A Digital Writer's Workshop for Leichte Sprache (Easy-to-read German)

Ina Steinmetz, University of Koblenz-Landau, Germany
Karin Harbusch, University of Koblenz-Landau, Germany

Leichte Sprache (LS; Easy-to-Read German) is a simplified variety of German characterized by simplified syntactic constructions and a small vocabulary (cf. Easy-to-read English). It provides barrier-free information for a wide spectrum of LS readers including individuals with learning difficulties, intellectual disabilities and/or a low level of literacy in the German language. By and large, text in LS is produced by authors proficient in standard German. LS readers audit the ease of understandability. We would like to change this division of roles and empower LS readers to autonomously participate in written discourse. To this end, we present EasyTalk, an assistive writing system for LS that supports fast and correct sentence formulation based on profound computational-linguistic processing. To provide useful and grammatically correct writing support, EasyTalk implements the grammar of LS in a Natural-Language Paraphrase-Generator. Following the basic, repetitive patterns of LS sentences, EasyTalk aims to support users in writing freely while practicing general linguistic concepts. EasyTalk supports users at their personal proficiency level by a personal vocabulary underpinned with customizable picture symbols and read-aloud functionality for commands and contents. EasyTalk takes readership-design aspects into account by reminding the user to add place/time of an event and stimulates to add explicit Rhetorical Relation Theory (RST)-inspired coherence specifications (couched in conjunctions like "weil/because") to express the communicative function of the sentences. Evaluations demonstrate that EasyTalk supports users in writing text beyond the scope of short message communication by offering intuitive and easy-to-use dialogues borrowing concepts of writer's workshops for elementary school children.

60420 12:05-12:30

How to Create a Supportive Learning Environment in Mathematics Classes – An Example From a Norwegian Lower Secondary School Class

May Olaug Horverak, Birkenes Municipality, Norway
Judith Emilie Espegren, University of Agder, Norway

Mathematics is an important subject in school, however, many students find this subject very challenging. Some even dread mathematics as they do not master it and they may fear that their social status will be negatively influenced by this. It is therefore important that the teacher facilitates for creating a learning environment where students feel they can be open and supported when they struggle. The aim of the current study is to investigate how a five-step method including individual reflections and classroom discussions may facilitate for this type of positive and supportive learning environment. The method builds on self-determination theory and theory of self-regulation. The five-step method was applied through a four-week long intervention in an eighth grade and focused on numbers and algebra. The students reflected on the following five questions: 1) What is important to learn in algebra and why? 2) What do you already master in relation to algebra? 3) What is difficult and prevents you from learning algebra? 4) What will you focus on improving the next few weeks? and 5) How exactly will you do this? The students filled in evaluation forms including both open and closed questions after the intervention (n = 16). The findings showed that six of the students agreed that the method helped them find out what was important to learn, seven followed the plans they made, five agreed that they had become better at dealing with challenges and three students felt more comfortable in class after the intervention.

11:15-12:55 | British Summer Time (UTC+1)

Saturday Live Stream Session 2 | Room A

Learning Experiences, Student Learning & Learner Diversity

Session Chair: Stephen Hall

60429 12:30-12:55

Using a Collaborative Modern Board Game to Characterise Problem-Solving Experiences in Physiotherapy Students

Marlene Rosa, School of Health Sciences Polytechnic of Leiria, Portugal
Micael Sousa, University of Coimbra, Portugal

New paradigms for curriculums designing in health professions defend the inclusion of structured methodologies to train comprehensive skills for problem-solving. This paper aimed to characterize the physiotherapy students' problem-solving experiences using a collaborative modern board game (MBG). An exploratory study was performed with a purposive sample of 17 physiotherapy students recruited from the School of Health Sciences of Polytechnic Institute of Leiria. Participants were included if they were: 18 yrs.; physiotherapy students and agreed to voluntarily participate. They participated in a 2-hours learning experience using the MBG TEAM 3, that is played in teams of three players, with each player taking different roles: the monkey who can't speak, the monkey who can't see, the monkey in the middle. At the end, each participant fulfill a questionnaire about the personal experience in the following domains, using a likert scale of 1- 7 (I total agree): Team working (TW) (personal feeling of competence to play -TW1; empathy to other players - TW2); innovative and creative thinking (ICT) (creative expression of opportunities - ICT1; freedom to experiment new things - ICT2). Descriptive statistics and the Spearman rank were calculated to characterize students' perspectives and to describe relationships between TW abilities and ICT. Participants (4 males; 20.14±4.34 yrs.) presented the following mean values ICT1(5.05±1.24); TW2(6.05±0.97); ICT1(4.95±1.40); ICT2(5.85±0.96). The TW1 was significantly correlated with ICT1 (r=0.44; p=0.048*); ICT2 (r=0.45; p=0.041*). This study demonstrated the potential of MBG to characterise and monitor personal learning experiences in problem-solving scenarios for physiotherapy students.

09:00-11:05 | British Summer Time (UTC+1)

Saturday Live Stream Session 1 | Room B

Teaching Experiences, Pedagogy, Practice & Praxis

Session Chair: Bernard Montoneri

59896 09:00-09:25

Implementation of a Year One Transition Study for Engineering Students in Three Universities

David Hassell, University of Bath, United Kingdom
Andrew Spowage, Queen Mary University of London, United Kingdom
Suyin Gan, University of Nottingham Malaysia Campus, Malaysia
Lai Yee Lee, University of Nottingham Malaysia Campus, Malaysia
Kok Yueh Lee, Universiti Teknologi Brunei, Brunei

This work focuses on the development and implementation of a transition survey to support students' academic transition onto Engineering degrees at three Universities offering UK Engineering degrees. Starting with a previously reported survey, a modified and shortened set of questions were delivered using an online learning platform with the aim of aiding students to identify and close gaps in their pre-requisite knowledge, skills and reasoning. This paper presents a description of the development and implementation of the survey over two successive years, along with a comparison of student performance over two academic years (2019-2020 & 2020-21) for students based in the United Kingdom, Malaysia and China. The student performance for each cohort is compared and evaluated based on gender, educational background, subsequent academic performance and the move to online learning to identify common themes. A student experience questionnaire was also implemented in 2020-21 to draw out students' opinions and experiences of the survey and to identify gaps in the implementation for further development and action in 2021-22. The results indicate that the approach can support students in identifying and closing gaps, whilst also indicating differences in performance and approach in undertaking the survey based on the location of study. These results provide the basis for the presented recommendations to be implemented in the 2021-22 academic year.

60197 09:25-09:50

Re-imagining Blended Learning in Education – Defining a New Technology Enabled Experience Lead Approach to Accelerate Student Future Skills Development

John Kelly, University College Dublin, Ireland
Victor McNair, Digital Schools Awards, Ireland

Blended learning as a concept pre-dates the emergence of online digital learning. Typically, the learning content is delivered and facilitated over any number of virtual learning environments (VLE). The result is a lexical ambiguity that increasingly many words and terms used to refer to a whole host of situations and applications. Now is the time to re-define and acknowledge the distinct forms, formats and functions that blended learning take. The Global Covid-19 pandemic has only accelerated the imperative to re-define how different Blended learning models and tactics can be best applied to support more competency-based education based on a Constructivist approach. This re-definition and clarification have already begun with the European Commission issuing new guidelines relating to Blended learning that can also apply to Further Education. This paper does not look to re-define Blended learning as part of an epistemological or historical literature review. Instead, it focused on starting the journey to re-imagine a Blended learning framework that supports the visions and market needs. Digital Schools Awards and European Commission supported Schools Digital Literacies Program is used as a case study of what is referred to as Blended learning 3.0. The intended outcome is to encourage researchers, practitioners, and policymakers to re-define blended learning in education and social science. Proto-types that support e-learning and e-skills and applied models post Covid-19 mitigating significant challenges faced in Further Education today and into the future. Overall to further raise the importance of Research and Innovation to support the Knowledge Economy in the future.

60203 09:50-10:15

Exploring Teachers' Dilemmas and Opportunities in Developing a More Hybridised Curricula

Jo Trowsdale, University of Warwick, United Kingdom
Richard Davies, University of Central Lancashire, United Kingdom

Evaluation of a series of projects that hybridise 'science' and 'arts' within the primary school (The Imagineerium, 2014-2019) showed positive subject specific learning outcomes in science and the arts and development of broader learning behaviours. The model has attracted the interest of headteachers for redeveloping the school curriculum, which led to a further curriculum development project (Teach-Make) to develop teachers' skills in curriculum design. Key to The Imagineerium model is framing children as members of a community of practice, where making using the arts is central (Lave and Wenger, 1991); where relational, horizontal structures and 'real-world' contexts are foregrounded; and where subject knowledge is situated and hybridised. Drawing on interviews with primary school teachers and school leaders, we identify and discuss firstly, and focally, the perceived barriers to realising this vision of more hybridised curricula and pedagogies in English Schools, and secondly the potential value of such a change. Developing themes previously reported (Authors, 2019; Author, 2020), we argue that these issues are not simply operational, but reflect deeper, socio-culturally ingrained tensions (Bourdieu, 1977) between teachers' conceptions of an 'ideal education', their recognition of the educational value of hybridity and their perception of other stakeholders' more traditional expectations of schooling. We explore how teachers are responding to the provocations of first phase of Teach-Make: in which they recognise the dilemma of doing what they judge to be best for their pupils' development, yet still want to hold on to their usual ways of meeting the curriculum requirements.

09:00-11:05 | British Summer Time (UTC+1)

Saturday Live Stream Session 1 | Room B

Teaching Experiences, Pedagogy, Practice & Praxis

Session Chair: Bernard Montoneri

60256 10:15-10:40

Application of Comparative Law Methods in Teaching Legal English to Law Students in Russia

Tatiana Kalugina, MGIMO University, Russia
Maya Golubtsova, MGIMO University, Russia

A major challenge inherent in a course of legal English taught to students outside the common law tradition lies in the very fact of the difference between the legal system native to the student and that of common law. This difference, manifested in every aspect – formal and cognitive – of legal language, should be made aware to the students from the start and throughout the course. Comparative method is therefore the best strategy of teaching English to international lawyers. This method will only be effective if the students are able to understand the legal intricacies and implications concealed in vocabulary, grammar, and syntax. For this reason, MGIMO adheres to the policy of introducing its students to the language of profession after they have achieved a high command of language. Teaching legal English in the Russian universities was traditionally confined to the development of specialized vocabulary and the translation of professional texts. Today, however, even a profound knowledge of terminology will not suffice – the employers expect that the graduates arrive prepared to act in a professional environment. A university course should be focused on the development of the required competencies, and the choice of teaching methods and techniques must serve this goal. Already on the early stages of foreign language training, MGIMO students are instructed in various forms of professional usage - the writing of a memorandum, a letter, an essay - where they can develop the skills of research and analysis, opposition and generalization, argumentation and persuasion.

60432 10:40-11:05

Transforming Traditional Digital Education Into Game Based Education: An Action-research in Teachers and School Heads Trainings in the Philippines

Peg Koedel, University Paderborn, Germany

The purpose of implementing gaming methods and mechanisms into digital education courses lies in the way humans start learning for their very first time on earth. All children have an intrinsic will to learn, and they know by exploring, socializing, try, and error; and children love to collect things, sort them, and are happy if their achievements surround them. Adults are the same. They deny the point of playing games to fit into a severe business-world. While growing up, humans become more and more extrinsically oriented by others. Game-based learning is an approach to find back to our ways to learn intrinsically and being self-motivated. However, gamifying or implementing challenging games for the ASEAN region is not easy because the existing games are very much oriented on western cultural settings. We chose to use an open-source platform called Minetest. The game offers case-oriented gamified content and can be adapted to challenges by culture, courses, and educational goals. Minetest is similar to the beloved-game Minecraft and is as now the most appropriate game to be integrated into the pool of courses due to its light capacity, user-friendliness, and easy engagement. This meant embedding a game into the course and re-structuring the content of the course around this game. The challenges we faced, were based on age and understanding games as a waste of time, even the center decided to go for game-based education. The presentation will show the steps towards and the results of piloting the first MINETESTcourse.

11:15-13:20 | British Summer Time (UTC+1)

Saturday Live Stream Session 2 | Room B

Educational Policy, Leadership, Management & Administration

Session Chair: Grant Black

60236 11:15-11:40

Technology-driven Management and Employees' Task Accomplishment in Government Technical Colleges in Lagos State Nigeria

Akeem Adekunle, University of Lagos, Nigeria

The study examined the contributions of Technology-Driven management to employees' task accomplishments in the "new normal" with particular reference to Government Technical Colleges in Lagos State Nigeria. The study was guided by three research questions and three hypotheses. The descriptive survey research design was used for the study. The population comprised all the 528 teachers in all the five Government Technical Colleges in Lagos state. The sample size consisted of 132 teachers selected using Multi-stage sampling procedure. A 25-item validated and reliable (r = 0.96) instrument titled "Technology-Driven Management and Employees' Task Accomplishments Questionnaire" (TDMETAQ) was used for data collection. The analysis of data was carried out using One way Analysis of Variance. The findings indicated that the level of adoption of e-administration in the colleges was low, the provision of ICT facilities was low and the capacity building programmes for employees on ICT was inadequate. It was also found that the adoption of e-administration, provision of ICT facilities and capacity building programmes on ICT jointly contributed to employees' task accomplishments in the "new normal". Arising from the findings of the study, it was recommended that as a matter of policy, e-administration should be made an essential component of institutional administration, there should also be adequate provision of Digital facilities in schools as well as regular capacity building programmes on ICT for both administrative and teaching staff in the colleges.

60405 11:40-12:05

How Can We Equip Teachers in Hong Kong With Cultural Awareness?

Jocelyn L. N. Wong, The Chinese University of Hong Kong, Hong Kong

Ethnic minority students have long been identified as a disadvantaged group in education. Hong Kong has no exception. Since the early 2000s, several educational initiatives have been implementing by the Hong Kong government to ethnic minority students with the aim of improving their learning performance. However, these measures only partially address the learning difficulties of ethnic minority students. Studies also argued that teachers in Hong Kong generally lack cultural sensitivity and awareness that may become an obstacle to implement multicultural education. Viewing this, this study intends to discuss what kind of supports for teachers who have been teaching ethnic minority students would like to gain in order to help them perform their role properly. 33 semi-structured interviews with teachers who have experiences in teaching ethnic minority students from both primary and secondary schools were conducted to address the following two issues. Firstly, problems encountered when teachers teach ethnic minority students, particularly in local mainstream schools. Secondly, supports teachers would like to have in order to enhance their cultural responsive competency. Findings show that the lack of government supports in local mainstream school, particular in curriculum guidelines becomes an obstacle for teachers to craft a relevant curriculum for ethnic minority students. It also hinders teachers to develop their sense of multiculturalism. Furthermore, a revisit of the existing teacher education programmes seems to be necessary.

60485 12:05-12:30

International Comparisons of Talis 2018 Results to Explore School Autonomy Prior to and During Implementation of Per-capita Funding in Kazakhstan

Liz Winter, University of Cambridge, United Kingdom
Ali Ait Si Mhamed, Nazarbayev University, Kazakhstan
Gulmira Qanay, Nazarbayev University, Kazakhstan
Zhanyl Zhontayeva, Nazarbayev University, Kazakhstan
Laila Abdimanapova, Nazarbayev University, Kazakhstan
Rita Kasa, Nazarbayev University, Kazakhstan

This paper aims to locate and discuss where Kazakhstan is positioned in terms of the international picture on the current autonomy of schools worldwide. The particular aspect of school autonomy examined here is on how school-level budget setting compares in Kazakhstan with other countries. It is an important and timely feature to examine now since Kazakhstan is in the process of changing its model of financing education from a norms-based distribution of funds by regional authorities to a per-capita model with money paid directly to schools. Hence, charting and exploring the position in 2018 will be of use to revisit the situation in 2024 when the model of per-capita funding will have been more fully implemented. The main vehicle to examine Kazakhstan against other countries in terms of school autonomy is by secondary data analysis of publicly available data from TALIS 2018 (Teaching and Learning International Survey). TALIS 2018 will be described in more detail below but in addition to this use of secondary data, some primary data will be included in this article. Due to the COVID-19 pandemic and its consequences for schools worldwide, primary data collection in 2020 to support this work has been difficult. However, but through a small online survey distributed to school principals in March 2020, we hope to add further insight to the current position in Kazakhstan and to discuss the TALIS 2018 data in a more applied and interpretative way.

11:15-13:20 | British Summer Time (UTC+1)

Saturday Live Stream Session 2 | Room B

Educational Policy, Leadership, Management & Administration

Session Chair: Grant Black

60158 12:30-12:55

ECE Leadership: Developing Resilience During Periods of Uncertainty in Hong Kong

Anika Saxena, The Education University of Hong Kong, Hong Kong
Betty Yau, YCCECE Hong Kong, Hong Kong

The current COVID-19 pandemic has needed several, mostly at short-notice, school modifications. School leaders and educators have always worked in a complex world to ensure continuity for students, families, and communities. This notion has contributed to controversies about when schools should be closed; what actions, protective measures school leaders should take to benefit the school community without stopping teaching and learning opportunities for students. In this study, we explore how leadership in the early childhood education sector in Hong Kong is coping during this period to build resilience. This paper uses constant comparative analysis to illustrate the role of school principals' immediate reaction, short-term recovery, and time for reflection. The data collected from surveys and interviews are organized through coding, and themes were generated and further supported by case studies from the field to develop conceptual understanding. The article closes with a conceptual analysis that focuses on three sets of factors: dispositional, emotional, and contextual, to explain the changing role of ECE principals in uncertain times to develop resilience in teams and the ECE community.

60719 12:55-13:20

The Politics of Quality Improvement Policies in Teaching Practices: The Case of FE in the British Education System

Zahid Naz, Canterbury Christ Church University, United Kingdom

This research project constitutes an extended inquiry into quality improvement policies and how they are connected with teaching practices in Further Education. It is a case study of an FE college that examines how quality agendas, informed by neoliberalism, create contradictory and complex contexts in which teachers produce different types of practices for specific purposes. Apart from an in-depth exploration of recent policy agendas, data was collected using semi-structured interviews and unobtrusive observations in and outside classrooms. This ethnographic study uses Michel Foucault's archaeology and genealogy as analytical tools to critically examine the dichotomies between practices focusing on day-to-day pedagogies and practices produced for performance management and accountability purposes. By attending to Foucauldian conception of power and counter-conduct, this work explores new means of defining quality in teaching spaces. My research calls for a reimagination of teaching and learning spaces in FE by demanding that we loosen our relations with reductionist approaches - informed by consumerism for judging quality - and embrace an emergentist and a process-oriented conception of quality. I argue that we need to unlearn our knowledge of 'quality' that overlooks contextual constraints and opportunities enmeshed in teaching spaces and rests on the assumption that this system of robust accountabilities is capable of quantifying the quality of education in a classroom, department or a college in toto. In other words, we must 'rethink' quality by 'unthinking' our current common sense.

09:00-11:05 | British Summer Time (UTC+1)

Saturday Live Stream Session 1 | Room C

Higher Education

Session Chair: Robert Logie

60146 09:00-9:25

Resilience Among Doctoral Candidates During a Global Health Crisis: An Initial Assessment of Wellbeing and Academic Writing

Basil Cahusac de Caux, American University of the Middle East, Kuwait

Researchers around the world have been quick to assess the impact of the COVID-19 pandemic on a wide range of stakeholders in higher education. A survey by the SERU Consortium has identified "doctoral researchers" as the group of students most vulnerable to the deterioration of mental health during the global pandemic. Despite this, doctoral candidates receive little attention within the literature on global health crises and higher education. In April 2020 I conducted a survey of doctoral candidates around the world, in order to investigate the impact of the pandemic on their academic writing output and strategies. I also conducted follow-up interviews to corroborate the data generated by the surveys. A total of 121 doctoral candidates from European, American, Asian, and Australasian institutions responded to the survey, and a paper analyzing their responses was recently published in the International Journal of Doctoral Studies. This presentation will provide a preliminary overview of the wellbeing and academic performance of doctoral candidates during the pandemic, by drawing on data that has yet to be published. It will explore the following research questions: How has the COVID-19 pandemic affected the wellbeing of doctoral candidates? How does doctoral candidates' ability to produce academic writing and adopt writing strategies correlate with their wellbeing? How can institutions better support doctoral candidates and their supervisors in times like these?

60184 09:25-09:50

Path to University: Longitudinal Effects of Peer-victimization and Teacher Support via School Engagement

Eva Kocicova, Queen's University Belfast, United Kingdom
Gülseli Baysu, Queen's University Belfast, United Kingdom
Rhiannon Turner, Queen's University Belfast, United Kingdom

Peer-victimization has an adverse effect on academic outcomes. However, longitudinal research of how peer-victimization affects access to higher education is lacking. The present study investigated the mechanisms through which peer-victimization and teacher support affect aspirations for and enrolment at university five years later through early school engagement, and whether the effects varied across different ethnic groups. We also explored whether teacher support would buffer the adverse effects of peer victimization. The sample (N = 15158, 51% male, 88% White, 5% Black, 7% Asian) was drawn from a nationally representative study of young people in England (LSYPE, 2021). We used data from four waves which followed adolescents over three years of secondary education (T1-T2-T3, academic age 13 to 15 years) until their first year at university (T4, academic age 18 years). Structural equation models showed that those who experienced peer-victimization as T1 had lower university aspirations two years later and a lower probability of attending university at T4. These effects were mediated via early school engagement. Teacher support at T1 was related to higher school engagement, leading to higher aspirations (T3) and higher probability of university enrolment (T4) over time. These effects were similar across different ethnic groups. We did not find support for the buffering role of teacher support. In summary, peer-victimization had a small but long-lasting negative impact on school outcomes via school engagement, while teacher support had a positive impact. Our results show that relationships in a school context have long-lasting implications for future life chances of adolescents.

60603 09:50-10:15

An Online Approach to the Associate Transition Programme – What Works?

Debbie Meharg, Edinburgh Napier University, United Kingdom
Khristin Fabian, Edinburgh Napier University, United Kingdom
Carole Mooney, Edinburgh Napier University, United Kingdom
Nailah Qadir, Edinburgh Napier University, United Kingdom
Rory Harkness, Edinburgh Napier University, United Kingdom
Thanmai Laxmi Chowdary Nakkalapudi, Edinburgh Napier University, United Kingdom

As education continues to be interrupted, we must now consider how we support our wider student body, our associate and direct-entry students. This paper presents empirical work exploring the impact of moving interventions to support the transition experience of direct-entry students online. The study is situated in the Associate Student Project (ASP), a transition programme which focuses on preparing students in Computing and Engineering for the transition to the second and third year of a degree programme whilst studying at College (Meharg & Fotheringham 2013). The programme includes academic workshops and support sessions led by student ambassadors and lecturers. Students following this path face transitional barriers as they overcome academic and social integration issues and tackle the challenges faced by groups such as widening access students without a family tradition of HE. The research is framed by Davis (1989) Technology Acceptance Model and the study follows a peer methodology employing mixed-methods evaluation. Data was collected in the form of surveys, focus groups (led by student ambassadors) and learning analytics. This study found that the students' perceptions and experiences of online transition support were diverse. Support that provides information about their transition to universities such as requirements for university transfer and study skills are valued. The findings will contribute to the body of work exploring transitions and blended learning and make important recommendations for practice within Universities and in the wider community.

09:00-11:05 | British Summer Time (UTC+1)

Saturday Live Stream Session 1 | Room C

Higher Education

Session Chair: Robert Logie

60139 10:15-10:40

Mission Impact: Higher Education as Catalyst for Sustainability Transformation

Bas Van Den Berg, the Hague University of Applied Sciences, Netherlands
Thomas Wissingh, The Hague University of Applied Sciences, Netherlands
Gabriela Bustamante Castillo, The Hague University of Applied Sciences, Netherlands

Higher education has the potential to act as ecosystem catalysts, connecting with the places our institutions are a part of, for learning-based change with wicked (sustainability) challenges. This, however, calls for reorientating and rethinking of the higher educational narratives and subsequent practices towards more ecological and relational ones. In this study, a pilot aimed to connect a course at The Hague University of Applied Sciences (The Netherlands) to an industrial park next to the university which is undergoing a transition towards a sustainable living space. This pilot, which ran from September 2020 to February 2021, included 17 students from 9 nations and 12 different bachelor programmes, and was designed according to the concepts of an 'ecology of learning'. In this semester-long course (Mission Impact), every five-weeks, students reflected using a combination of aesthetic and narrative reflection methods to capture their experiences and learning. Two questions guided the analysis: (1) what are the key design characteristics of an ecological approach to higher education that connects to sustainability transformations (in times of COVID-19) and (2) what does this type of education offer to learners. The reflective artifacts were analyzed using Narratives of T-Mapping and juxtaposed with autoethnographic insights maintained by the first author for triangulation. Preliminary results of this pilot include the structure in chaos, pace for transformation, openness for emerging futures & action confidence as components of such an ecological education that connects to and co-creates sustainability transformations.

60601 10:40-11:05

Developing Academic Leadership Based on Emotional Intelligence

Christian-Alexander Klinke, University College London, United Kingdom

Research topic/Aim: Due to the widespread negatively perceived image of leadership amongst educators, a considerable number of universities are not as successful as they could be. If academic leadership development programmes of universities are based on emotional intelligence, both sides, faculty, and teachers will benefit from the improved awareness of each other's specific roles and needs as part of their daily work. This is work will examine the feasibility of leadership practices based on emotional intelligence in higher education. It explores the perceptions of academic leaders and teachers on leadership development towards the improvement of leadership effectiveness. Theoretical framework: The main problem of organizations composed of loosely coupled systems is thus that the respective units to focus on their particular interests, a development of the organization as a whole is not in view. This has implications for the relationship between faculty and teachers, both their perceptions of leadership and the university as a whole. Leadership development programmes hardly focus on bridging the gap between the demands and needs of both within the universities' structures and therefore prevent academic leadership practices from being as effective as they could be. Methodology/ research design: The empirical research will be based on the following steps: Description of the current state of research on the topic, as well as the relevance of the topic Anonymous, qualitative interviews with selected interview-partners (interviews with faculty and teachers participating in academic leadership development programmes). Expected conclusion/Findings: Aggregated information will provide insight into academic leadership third-level institutions.

11:15-13:20 | British Summer Time (UTC+1)

Saturday Live Stream Session 2 | Room C

Mind, Brain & Psychology

Session Chair: Cynthia Northington-Purdie

60072 11:15-11:40

If University Students Do Paid Work During Their Studies, Does It Increase Their Internal Locus of Control?

Grace Chang, London School of Economics and Political Science, United Kingdom

Should students work during university? Work may hinder time for studies, but could also provide income and build important life skills, especially important for students from more disadvantaged socio-economic backgrounds. This paper examines whether working during university improves students' locus of control – the belief in one's own ability to have control over their life events. Using longitudinal data on a cohort of English students born in 1990/91, I model students' locus of control production at age 20/21 according to their employment status and work hours during term-time and vacation. I find that students who engage in term-time work increase their internal locus of control by 0.12 standard deviations, significant at the 5% level. My estimates hold when including university subject fixed effects to account for simultaneity between locus of control and subject choice. Students who engage in vacation work are 0.07 standard deviations more internal than students who do not work, but the estimate is statistically insignificant. I do not find evidence that increased hours of work significantly increases students' locus of control. In summary, students participation in paid work increases their internal locus of control, supporting the human capital theory that work improves students' skills.

59543 11:40-12:05

Intrapersonal and Interpersonal Attitudes of Primary School Students With Residual Speech Errors

Agata Trębacz, Adam Mickiewicz University in Poznan, Poland

Primary school students with residual speech errors (RSEs) may face an increased risk of social-emotional and educational challenges as compared to their peer group without speech sound disorders. For example, previous studies have shown that RSEs might reduce children's participation in verbal activities in the classroom setting and might lead to the limitations in peer relationships, regardless of the number of speech sounds in error. Furthermore, a greater negative social-emotional impact of RSEs is observed within the group of children whose speech disorder persists longer. However, still little is known about the effects of RSEs on interpersonal and intrapersonal functioning in children. Here we investigate how RSEs may change interpersonal and intrapersonal attitudes of 9-10-year-old students (third grade). The study covered a total group of 68 participants recruited using purposeful sampling. Results show that both the group of children with speech sounds in errors and the comparative group of students without such errors obtained similar average results. These outcomes are in line with recent studies showing that the magnitude of the RSEs impact is highly individualized, and pointed a need for further investigations to evaluate the impact of RSEs on primary students' everyday lives and educational performance.

60379 12:05-12:30

Exploring the Effects of the COVID-19 Pandemic on Parents' Perceptions of Play

Wing Yee Ho, The Open University of Hong Kong, Hong Kong
Brown Pak Long Chan, Arizona State University, United States

This quantitative study explored the effects of the COVID-19 pandemic on parents' perceptions of play and its developmental benefits for children. Parents completed the Parents' Perception of Child's Play scale and open-ended questions focusing on the benefits of play during the third wave of the pandemic 10 months after it started. The results show that after the suspension of class, online classes at home, and the resumption of half-day face-to-face classes, there were strong, positive, and statistically significant correlations between parents' positive perception of play and children's physical, cognitive, emotional, and social development. However, there were strong, negative, and statistically significant correlations between parents' perception of freedom to play and physical, cognitive, emotional, and social development. Parents perceived that freedom to play has a negative impact on child development. Even though parents believed play can benefit child development, they prefer parent-initiated play, rather than free play. To conclude, this study determined parents' perception of children's play regarding the balance and benefits of play on both children's development and academic work adjustment, especially under sudden changes.

60599 12:30-12:55

Feedback: What It Is and How to Use It Effectively in a Digital World

Pauldy Otermans, Brunel University London, United Kingdom
Sofia Barbosa Boucas, Brunel University London, United Kingdom

The COVID-19 pandemic presented us the challenge of simultaneously moving towards hybrid and blended teaching provision, and designing assessments that, whilst still meeting the learning outcomes, were appropriate for the new learning environment. This allowed us to speed up the process of completely rethinking the purpose and format of assessments as well as the most useful way to deliver good quality feedback. In this session, we will present and discuss the implementation of a more inclusive form of digital feedback. This session will run as a hybrid Team-Based Learning session, where participants will first have to individually complete the readiness assurance test (iRAT) consisting of several MCQs. They will then complete the same readiness assurance test in small teams (tRAT), to generate discussion. The teams' responses will be discussed with the whole group. This will be followed by a short presentation of the approach used by the Psychology UG Programme where we will demonstrate the implementation of a more inclusive form of feedback in this new digital teaching and learning environment. The session will end with a discussion around the model presented, good practice and participants' experiences.

11:15-13:20 | British Summer Time (UTC+1)

Saturday Live Stream Session 2 | Room C

Mind, Brain & Psychology

Session Chair: Cynthia Northington-Purdie

60409 12:55-13:20

The Observation of Gender Stereotyping in Music Instruments in 2021, and the Process of Musical Instrument Selections of Children

Sori Kim, Teachers College, Columbia University, United States

In 2021, a research team in the music and music education department at Teachers College at Columbia University conducted an explanatory sequential research consists of both the quantitative and the qualitative method to contemplate the current status of the gender association in music in the instruments selections and the correlation in regard to the influence of a parent. This report sought to answer the following questions: 1. Has there been less or more sex-stereotyping of musical instruments and crossed-over students who chose atypical instruments with regard to their genders over ten years? 2. Are there any influences from a parent in the process of a child's musical instrument selection? 3. What similarities and differences are observed from the parents of those children? The results of this study led to answer the three research questions.This study described that there was less gender-stereotyping in musical instruments across ten years, while the number of cross-over students increased through quantitative research. Furthermore, it demonstrated that the process of a child's selecting musical instrument from their parent's perspectives. Besides the portraits of parents provided three themes.

Notes

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ECE2021 Virtual Presentations (Pre-Recorded)

Adult, Lifelong Learning & Distance Learning

59649

Improving Adult Lifelong Learning and Distance Learning

Parin Somani, Gujarat University, India

The term 'lifelong learning' is widely used in education but what does it really mean? Most adults have been busy accumulating wealth through various occupations to provide for their families and survive dismissing the pursuit of education. The COVID-19 pandemic has had a grave impact upon social, economic, political and educational institutions. Many working adults have lost their jobs or have been seeking to educate themselves after many years due to time gained at home during governmental lockdown initiatives. This study aims to understand how adult lifelong learning and distance learning can be improved through knowledge attained from the current COVID-19 pandemic. A framework is devised to help improve education for adults to continue learning with feasible distance learning strategies. A systematic review has been implemented in this study using a well-planned literature search. Comparisons have been made between the East and West focusing on India and England. The term lifelong learning has been explored and the stigma of age attached to learning. The COVID-19 pandemic has created a forced transition from dominant face-to-face learning to online learning, with implications discussed in this study which can be perceived as both positive and negative. However, it has added value to the culture of distance learning which will continue in the future through progressive globalisation.

Assessment Theories & Methodologies

59590

K-12 Teacher Education Performance Assessment Preparation: Lesson Learned from Practical Application

Tony Pellegrini, Southern Utah University, United States

It's no secret that improving the quality of teaching improves the future outcome for students. As the subject of educator performance gains new momentum, K12 teacher preparation programs must support assessment needs of K12 teachers in meeting the needs of the learners whom they shepherd. Educator licensure assessment needs such as assessment development, preparation, administration, scoring, and data reporting are critical components in preparing preservice K12 educators. Collaboration among state education agencies, educator preparation programs, and educators to build fair assessments of educator knowledge and performance is crucial to meet the long term needs of our K12 learners and the teachers who serve them. In this presentation, the presenter will guide participants through the comprehensive and dynamic assessment program aligned to national subject and pedagogy standards employed in the Teacher Education department at Southern Utah University. Participants will enjoy a deeper look at K12 teacher performance a review of teacher candidate's authentic teaching materials.

Challenging & Preserving: Culture, Inter/Multiculturalism & Language

60053

Capitalizing on Community Capital: An Analysis of Initiators' Perceptions of the Purposes of Community Education

Julia Steenwegen, University of Antwerp, Belgium
Noel Clycq, University of Antwerp, Belgium
Jan Vanhoof, University of Antwerp, Belgium

Community education is a versatile way for minoritized communities to organize education in support of their youth. The variety of community education initiatives meets different needs of different minoritized communities. To understand the workings of such spaces we need to look closely at the purposes they seek to meet. By interviewing initiators from a variety of communities, we study the purposes and motivations of different after-hours community schools. We outline similarities across communities and early results show variances between long-settled and newly arrived communities. These findings add to our knowledge of minoritized communities' educational needs as well as the resourceful ways of communities to meet those needs. This is of significant importance when seeking to understand the educational trajectory of minoritized youth.

60220

Re-shaping American College Students' Lives in East Africa: Transformative Learning Theory and Study Abroad – A High Impact Practice

Nicole DeClouette, Georgia College & State University, United States

The purpose of this presentation is to share how a special education faculty member revised her study abroad program, a High Impact Practice (HIP), to transform the experience for her pre-service and in-service teachers. High Impact Practices, or HIPs, are considered "high impact" because they promote student persistence and retention (as evidenced in quantitative measures) and they change lives (as evidenced in qualitative measures). Study abroad programs are considered HIPs because they require students to spend a considerable amount of time immersed in a different culture, gaining cultural competence that will translate into collaboration with others in diverse settings. These are important 21st Century skills for study abroad participants to learn and to translate into their teaching practice. Transformative Learning Theory for students involves taking in new information that causes a "disorienting dilemma," but that is just the beginning. Through critical reflection, designed by the educator, the student considers the juxtaposition of new and old information. Transformation occurs when the student realizes that the new information does not "fit" with the previous frames of reference. The last stage involves the student taking action; for example, the student may become more inclusive, more self-reflective, and so on. The goals of the presentation are: 1) to review the research connecting study abroad to HIPs and Transformative Learning Theory; 2) to share the outcomes of the study abroad program to Tanzania; and 3)to encourage teacher educators to build (or revise) study abroad programs to making college more relevant to teacher candidates.

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ECE2021 Virtual Presentations (Pre-Recorded)

Counselling, Guidance & Adjustment in Education

59905

Student Engagement in a Digitally-mediated Environment: Attitudes and Experiences of Student Advisers

Maurice Kinsella, University College Dublin, Ireland
Niamh Nestor, University College Dublin, Ireland
John Wyatt, University College Dublin, Ireland
Deirdre Moloney, Dublin City University, Ireland
Joan Connolly, Dublin City University, Ireland

Students' healthy engagement with higher education (HE) can make vital contributions to their psychosocial development, educational attainment and future employability. However, it is important to note that how engagement is enabled, experienced, and assessed within Higher Education Institutes (HEIs) is evolving. This shift is evidenced in the growing interconnectivity between HEIs' interpersonal and digital engagement resources. Alongside this, staff and students' reliance on digital mediation, in which digital technologies are used to facilitate and sustain student communications, has grown exponentially across academic, advisory, and administrative domains in the wake of COVID-19. In light of this growing demand for digital mediation and its increased prominence within HE student supports, our project undertakes a qualitative exploration of Student Advisers' experiences working in the interface between interpersonal and digital-engagement resources. We examine their experiences of and attitudes towards student engagement; their insights into the proliferation of digital communications and the challenges and opportunities this has entailed; and how they have sought to ensure service continuity amid such rapid transformations. By deconstructing the dichotomy between digital and interpersonal supports and recontextualising them within Student Advisers' lived experience, we aim to re-evaluate the nature and role of student engagement against the needs currently facing the HE sector. Here, we develop an original conceptual matrix detailing student engagement's core components and characteristics within a contemporary context. Through this framework, we critique digital mediation's role within, and impact on, HEIs, arguing that digital supports and resources should seek to enhance interpersonal encounters rather than replace them.

60193

Using a Mindfulness-based Cognitive Therapy for Life (MBCT-L) Curriculum on Resilience and Gratitude Enhancement

Yu-Shan Ting, National Chengchi University, Taiwan
Lung-Hsuan Ling, Tainan University of Technology, Taiwan

Mindfulness-based cognitive therapy for life (MBCT-L) is a skills-based program. Although several studies have revealed the effects of this program on wellbeing, pressure, and depression. However, the effects of MBCT-L on resilience and gratitude are still critically lacking. This study aimed at using a mindfulness-based cognitive therapy for life (MBCT-L) to investigate whether the mindfulness-based program would effectively improve participants' mindfulness, resilience, and gratitude. Participants were 30 adults recruited from online advertisements and social media. The quasi-experimental design of a six-session experimental instruction was employed in this study. While the experimental group (n =15) received the mindfulness-based intervention, the control group (n=15) did not; however, both groups received the pretest and the posttest. The MBCT-L consists of six sessions (120 minutes for each session) within two days, includes (a) Awakening from auto-pilot; (B) Body-mind connectedness; (c) The body scan; (d) Thoughts are not facts; (e) Taking good care of yourself; (f) Mindfulness in life. Using Test (pretest vs. posttest score of concerned variables) as the dependent variables and using Group (control vs. experimental) as the independent variable, we conducted repeated measure analysis of variance to examine the effects of Group on the improvement of mindfulness, resilience, and gratitude. The findings revealed that after the six-session experimental instruction, the experimental group improved their mindfulness, resilience, and gratitude, whereas the control group did not have such changes. These results provide an effective and valuable mindfulness-based program for enhancing mindfulness, resilience, and gratitude.

Curriculum Design & Development

60219

The Design and Efficacy of STEM and Engineering School Models in the Los Angeles, California Area

Julie Smith, Independent Consultant and Scholar, United States

California is famous for being the home of leading tech innovators such as Space-X, Tesla, Apple Computer, Facebook, Ebay and many others. But what are California schools doing to create a workforce capable of working in those "Tech" jobs? This presentation covers the curriculum models most likely to create students who seek engineering and science career paths upon graduation from secondary school mostly in the Los Angeles, California area. Educational STEM programs which focus on preparing multi-ethnic, inner-city and even recent immigrant youth for the jobs of the future will be especially featured. Data will be provided showing what works and what has been less successful in meeting the goal of such students being career and university ready. For instance, in some schools, coding education is mandatory starting at the middle level. In others, actual engineers design the curriculum, working with teachers. In yet others, students attend charter STEM magnet schools taught by regular classroom teachers. In one high school model example, students participate in robotics education and teams, in which they are assigned to a four person team at the beginning of their high school experience and they stay with them for all four years. Graduates from this program have been so skilled that local tech and aerospace companies hire them directly, allowing them to even bypass university education. Other programs have seen few students still interested in tech or engineering careers upon completion. This presentation will focus on what, how and why that is.

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ECE2021 Virtual Presentations (Pre-Recorded)

Design, Implementation & Assessment of Innovative Technologies in Education

60206

Quantification of Knowledge Exchange Within Classrooms: An AI-based Approach

Omar Elnaggar, University of Liverpool, United Kingdom
Roselina Arelhi, University of Sheffield, United Kingdom

The industry is increasingly becoming a highly dynamic environment with competence and turnover indicators as prevailing characteristics, where only those who can both acquire and pass knowledge effectively can thrive. Little attention is paid to the value of incorporating Knowledge Exchange (KE) in classroom teaching, leaving students out of the current KE pipeline. Current strategies fostering KE stem from research corridors with the aim of building internal and external collaborations, and growing industrial arms of academia. Communities involved in the current knowledge exchange pipeline are typically the academics, Higher Education Institutes, research funding bodies and industries. Embracing KE in academic courses is likely to produce competent graduates ready to work in various industries. STEM courses are found effective in cultivating task-specific technical skills. However, graduates tend to exhibit a slow learning curve after taking over an on-going project, and poorly respond to abrupt changes in the hierarchy or workflow. This paper attempts to quantify the KE process in which teacher-to-student and peer interactions play a major role. Without the knowledge of students, a coursework was designed such that two checkpoints reflect a before-and-after abrupt change scenario which is common in industrial environments. A survey-based approach was used to measure students' knowledge at each checkpoint. With the aid of an Artificial Intelligence based visualisation technique, we are able to extract insights from a low-dimensional map, supported with standard metrics, to gauge the individual's knowledge and how they are positioned within the entire population of students.

60475

Fude Master: Japanese Writing Practice M-learning Application Based on Gamification Theory and Its Evaluation With ARCS Model

Astrid Tamara, Tokyo Denki University, Japan
Makoto Shishido, Tokyo Denki University, Japan

Foreign students have difficulty in learning Japanese, especially in kanji acquisition. This is caused by the difference in the writing system between the students' native language and Japanese. It is especially difficult to differentiate similar-looking Japanese characters for these foreign students. Fude Master, an m-learning app for learning Japanese with pattern recognition to judge user's handwritten input is developed to help writing practice. Gamification theory is implemented to increase user's motivation and participation. The m-learning app features game elements from gamification theory such as points, milestones, leaderboard, and more. The learning menus consist of Kanji, Vocabulary, and Sentence menus. The Kanji menu's materials are individual kanji characters. The Vocabulary menu's materials are words composed of the kanji. The Sentence menu's materials are how to use the words in a sentence. In accordance with gamification social elements, a Player Vs Player (PvP) menu is included. This PvP menu enables the user to play against another user in a timed quiz writing battle where the one who attains the highest point will win. The application is developed for smartphones with operating systems Android and iOS by using Ionic Framework. The backend system is developed with nodejs and socket.io. The application is tested on 10-20 foreigners whose native languages do not use kanji characters. Before using the application, a pre-test is held. Then after using the application, a post-test is held to measure the difference with the pre-test, and the respondents are asked to answer a questionnaire based on ARCS Model of motivation.

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

60162

Dyslexia and the English Language: Contributions to the Education in Regular Schools

Silvia Maria do Nascimento, SESI - SP, Brazil

Dyslexic people need their teachers to be knowledgeable about the subject for their learning can be effective. The "spelling, writing and reading area learning disorder", as defines by the Dyslexia Brazilian Association (DBA), does not impede learning, as it is not an impairment; but teachers should take some differentiated attitudes. This case study aims to contribute, mainly, to the teachers of regular schools with some recommendations and suggestions for their daily lives, for example how to evaluate, how to know whether the pupil is understanding or not, and the best type of material for a dyslexic student. English classes and activities, besides the manner as the teacher used to deal with a 9th-grade dyslexic student, the only participant, were analysed. We have also observed, as observation was the chosen method of data collection, whether the Pedagogical Coordinator has provided some direction to the educator to develop her work along with the pupil. We confirmed, at the end of this paper, that the results of the teaching-learning activities reflect best the subject learning when the educator is not concerned with spelling issues, which is the biggest problem of dyslexic students. We considered that the teacher knew how to work with her, without exposing her at any time, and in evaluations, she has used resources so that the student has had full conditions of achievement and had good grades, accompanying her classmates, because she knew that the pupil did not have any disabilities, just a different way of learning from other students.

ECE2021 Virtual Presentations (Pre-Recorded)

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

60438

Teachers as a Source of Support: Perceptions of Parents of Children With ADHD During COVID-19 Distance Learning

Asnat Dor, Max Stern Academic College of Emek Yezreel, Israel
Oshra Shmuel-Nir, Max Stern Academic College of Emek Yezreel, Israel

This qualitative research, conducted during the COVID-19 distance-learning days, was designed to understand the perceptions of parents of primary-school-age children with ADHD of teachers as a source of support. To date, many studies have demonstrated the positive contribution of teacher-parent interaction to children's school performance, an issue of special relevance to children with ADHD. The lack of face-to-face interaction with teachers, the long response time, and the deficiency of socialization in the traditional classroom, were some of the main difficulties students encountered in relation to distance learning during COVID-19. Children with ADHD often experience difficulties managing emotions, starting and completing tasks, and maintaining social connections. These difficulties were further encumbered by the change in their academic support systems. Method: Semi-structured open interviews were conducted with 20 mothers of primary-school-age children with ADHD, following the research protocol designed for this study. Thematic qualitative data analysis was used. Results: Four main themes were identified: confusion, support, abandonment, and parents' initiative. Some of the mothers experienced teachers' support, while others estimated it as minor, especially during the first five months of the pandemic, and were under the impression that teachers were unable to provide significant support to them and to their children. Conclusions: A crisis and distance learning call for educational teams to practice different educational methods to support children with special needs, and to maintain constant communication with them and with their parents.

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

57504

How Does One Get in? Linguistic Capital and the Cambridge Undergraduate Admissions Interview

Daniel Weston, University of Hong Kong, Hong Kong

The Cambridge University Admissions Interview is a gatekeeping encounter in which academic staff members question, and evaluate, prospective undergraduates on the subject they have applied to study. It is politically controversial as admittance to Cambridge (or indeed Oxford, which uses a similar admissions interview) brings unparalleled educational and professional advantages, yet candidates from non-fee-paying schools do worse statistically at interview than their privately-educated peers (Zimdars 2010). In order to understand why this might be the case, among other issues, Cambridge University audio-recorded, compiled, and entrusted the researcher with a corpus of interview data across a range of subject areas. This paper uses interviews from English Literature to explore whether or not "linguistic capital" (Bourdieu 1991), the mastery of the standard register of language typical of a country's traditional ruling class, is what determines the chances of gaining admittance. Using the techniques of interactional sociolinguistics, including interviewers' evaluative notes, the paper finds that a successful interview performance is determined by a candidate's ability to manage the (sometimes opposed) requirements of being both a responsive student and a convincing peer academic. Such requirements are shown to cut across, and problematize, the direct relationship perceived to exist between socio-educational background, linguistic capital and success at interview. The paper further suggests that a more transparent account of the interview's interactional requirements would both improve interviewer practice, and demystify this encounter for future applicants.

60179

Home Education: Reshaping Teachers and Parents' Responsibilities in the Era of Intensive Parenting

Anna Chinazzi, University of Milano-Bicocca, Italy

A growing number of parents are choosing not to send their children to school to educate them at home. This is also happening in Italy, where home education has started arousing scholars' interest. We cannot dismiss it as local vogue: it is an international and diverse trend that is likely bound to grow. Moreover, during the last months, the restrictions and the concerns related to the COVID-19 epidemic have been a catalyst for many families worldwide who were already sceptical of the traditional school system and started home educating their children. To better understand this many-sided phenomenon, a look capable of holding its micro-, meso-, and macro-levels is particularly needed. In my contribution, I will remark on the homeschooling movement considering the international literature on the topic and an ethnographic study I conducted on parents' point of view in Italy. I will claim that the geo-temporal diffusion of home education bears witness to some characteristics of our contemporary society e.g. the emergence of intensive parenting, the reported loss of social prestige and authority of teachers, and the general narrowing of the epistemic gap between professional and lay visions. Lastly, it calls attention to the tension between mass schooling and the growing demand for more individualised learning paths.

ECE2021 Virtual Presentations (Pre-Recorded)

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

60423

Developing Socially Inclusive Practices in Chilean Higher Education Classrooms Through Participatory Action Research

Gaston Bacquet, University of Glasgow, United Kingdom

Using a Participatory Action Research approach, my research will attempt to create inclusive classroom practices within a higher education classroom in Chile, with pre-service teachers as co-participants. Chilean classrooms present us with a number of dimensions that make this research, and this particular approach, necessary: in addition to having a socially excluded indigenous population struggling to access higher education, the country is now home to a nearly half-million immigrants who face segregation and racism. Furthermore, Chile has been historically home a socially and economically segregated society that showcases the highest level of inequality amongst the OECD countries; this inequality has resulted in political and social polarization, and in turn, social violence. My research project will aim at investigating to what degree the intersection of Critical Pedagogy and non-Eurocentric forms of knowledge (specifically Eastern philosophy and indigenous knowledge) can be used to co-develop inclusive classroom practices that translate into a non-violent mindset to approach inequality and social injustice.

60518

Hong Kong-based Educators' Views on Existing Hong Kong Education System: Multicultural or Not?

Gizem Arat, Lingnan University, Hong Kong
Narine Kerelian, Independent Scholar, United States

Hong Kong (a Special Administrative Region of the People's Republic of China) is promoted as Asia's international city. However, it is suggested that Hong Kong's education policy towards the social inclusion of non-Chinese speaking students remains ambiguous. Additionally, Hong Kong's socially inclusive education policy is reported to be different from multiculturalism with Western characteristics. Therefore, evidence-based efforts are urgently needed to recommend solid education policy implications for the promotion of socially inclusive Hong Kong society. To fill this empirical lacuna, this study aims to explore the views of Chinese and non-Chinese educators', seen as key stakeholders in the society, understanding of multiculturalism in the Hong Kong context. A qualitative research design was performed. In total, we interviewed 20 ethnically Chinese and non-Chinese educators working closely with non-Chinese speaking students in diverse Hong Kong schools. Two main themes emerged relevant to Hong Kong education system as 1) main differences between multiculturalism with Western and Hong Kong characteristics, and 2) main similarities between Western- and Hong Kong-based multiculturalism. According to the findings of this study, further research and education policy implications were discussed.

60611

A Critical Review of Environmental Education for Sustainable Development Goals, UNCRC and Child-Friendly Schools

Gulsah Dost, University of Durham, United Kingdom

Global warming and other acts of environmental destruction have significant consequences for both the social and economic sectors. The protection of the environment and the promotion of green consumption by governments have increased more recently. Environmental education builds awareness, creates the skills and knowledge essential to communicate complex environmental problems, teaches students how their choices and actions influence the environment and generate ways that can keep our environment sustainable for the future. In this regard, it is vital for children to have environmental education and to put this knowledge into practice. Environmental education should not only be considered in the field of education. Within the scope of the Sustainable Development Goals (SDGs) and The United Nations Convention on the Rights of the Child (UNCRC), child-friendly schools and the best interest of the children should also be considered. Therefore, this study will examine the place of environmental education within the scope of SDGs, UNCRC, and child-friendly schools and will evaluate the relationship between environmental education and each concept from a critical point of view.

ECE2021 Virtual Presentations (Pre-Recorded)

Educational Policy, Leadership, Management & Administration

60149

Managing Odds: Addressing Educational Disadvantage Through School Accountability and Better HRM Practices

Lilac Florentino, University of Queensland, Australia

One of the ongoing discussions in the economics of education relates to the features of education systems that are linked to better learning outcomes in students. While there is a consensus on the importance of accountability and human resource management (HRM) practices in this context, literature on education systems has yet to analyse these as complementary features that could positively influence student learning outcomes. This research establishes the cross-national differences in the patterns of school accountability and HRM practices and examine how they influence student learning outcomes, particularly in disadvantaged schools. The study employs the latent class analysis and multilevel regression modelling on the 79 PISA-participating countries to establish a typology of school accountability and HRM practices across countries, and to understand how different accountability and HRM practice models impact student learning outcomes, and how they work in schools with different disadvantage profiles. The research contributes to the literature on education systems by creating a classification of accountability and HRM practices across countries and linking the typology to learning outcomes, and school disadvantage profiles. The analysis also provides guidance on the design and implementation of educational policies by offering a comprehensive understanding on how schools in different countries, and particularly in disadvantaged areas, can best adopt accountability mechanisms and HRM practices.

60152

Indonesia National Education Response in COVID-19: A Policy Analysis Approach

Desi Saragih, Indonesia School of Government and Public Policy, Indonesia

Since the Covid-19 outbreak in March 2020, the Indonesia Ministry of Education had formulated, released, and adjusted numbers of policies responding to the national priority agenda of public health resilience. This paper discusses the dynamics of education response at a policy level, focusing on stakeholders' role and involvement at central and subnational levels. During the Covid-19 pandemic, The Joint Decree of Four Ministries (Minister of Education and Culture, Minister of Religion, Minister of Health, and The Minister of Home Affairs) coordinated with the National Task Force Covid-19 had been the significant framework for education policymaking. Two policies for education delivery methods during the pandemic are; (1) Belajar Dari Rumah (BDR) or Learn from Home; (2) Pembelajaran Tatap Muka (PTM) or Face to Face Learning. As an archipelagic country with a decentralized government system, the policy decision had been through challenges and dynamics indicated by numbers of revisions in published guidelines by GoI. The Guidelines for Implementation of Learning in the New Academic Year and Academic Year during the Corona Virus Disease (Covid-19) Pandemic Period initiated in June (3 months after the Covid-19 outbreak), then published in July 2020. Within this four months' time, the subnational government experienced a limp in handling the education delivery. The top-down policymaking approach in Indonesia's education policy response leaves space for innovation in local government's practical adaptation. However, the capacity to deliver within that space is yet to be successfully performed by the subnational government.

60392

VUCA Times are no Time for Heroes: Adaptive and Resilient Leaders Wanted

Gabriel Ernesto Abad Fernández, UWC Dilijan, Armenia

Many educational leaders continue their learning journey taking courses such as MBAs to better equip themselves to perform their roles, but few such courses could prepare them for COVID-19, which has certainly increased the volatility, uncertainty, complexity, and ambiguity (VUCA) that educational leaders have to deal with: school and university closures, exam cancellations, the uncertainties of how to reopen institutions while keeping their communities safe, financial impacts, mental health issues in student and staff... I posit that, in order to face such a protracted situation successfully, rather than "hero leaders" we need individuals who are resilient and have a servant leader mentality in order to be effective and that frameworks such as Dreier's "CLEAR" (Dreier et al. 20129) or Ramalingan's five principles (Ramanlingan et al. 2020) can be useful tools. Moreover, the educational leader of today needs to be a system-thinkers who pay special attention to teaming (Edmonson 2012) and psychological safety (Edmonson 2019) in order to ensure that their teams are operating not just in a state of flow (Csikszentmihalyi 2008), but in a state of agility that allows them to react to the stream of challenges that continue to face them. The adaptive leadership model developed by Heifetz and Linsky (2002, 2009) constitutes an overarching leadership model that intertwines all of the above.

60414

The Changing Stakeholder Roles, Responsibilities and Expectations in Sustainable Modern Education

Shankar Subramanian Iyer, SP Jain School of Global Management, United Arab Emirates

Most of the stakeholders of education, teachers, students, parents, governments, regulators, policymakers, parliamentarians are puzzled about the way out, of the issues of modern education. Some of the issues of modern education are unemployment, adopting new technologies, manpower training, and learner discontent. The purpose of this study is to examine and analyze the education sector stakeholders and their importance in modern education, to study the changes in the stakeholder's roles, responsibilities and expectations. These findings and analysis are useful to enhance the education system, sustain it and manage the education system. The methodology of the study is secondary research conducted to identify the factors and constructs for the conceptual model for this research. Primary research was used for getting a consensus on the factors that influence the successful implementation of the education system to meet stakeholders' expectations. A pilot study and interviewing the experts were used to confirm the constructs for the conceptual model and then the quantitative questionnaire survey to be conducted across the various stakeholders via email using random sampling. The PLS-SEM has been used to validate and test the reliability of the conceptual model. The contribution of this study is the primary research done across the six countries and the contribution to integrating existing theories -the Lewin's change management model, Iceberg Model of Wilfried Kruger and built on them. The practical viewpoints might interest the higher education policymakers, evaluation and accreditation institutions, universities, and learners. This will evaluate the now failing education business models.

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Educational Research, Development & Publishing

60000

Cultivating Social-emotional Learning and Deeper Learning Skills Through the Design and Implementation of Creative and Improvisational Activities in Science Education

Konstantina Kotsari, National and Kapodistrian University of Athens, Greece
Zacharoula Smyrnaiou, National and Kapodistrian University of Athens, Greece

Cultivating Social-Emotional Learning and Deeper Learning skills are some of the central skills of the future, according to the OECD report 'Future of Education and Skills 2030'. These skills should start to be developed by the kindergarten and end up in the Secondary Education, even in Higher Education. This presentation refers to the results of a conducted doctoral dissertation with subject 'Creativity and Improvisation in Primary School Science Learning and their contribution to the development of Social – Emotional and Deeper Learning Skills. The research was conducted during the academic year 2019-2020 and the participants were 80 primary school students 10-12 years-old, 3 researchers and 3 art teachers. During the pandemic we used the distant learning platform (e-class) from the Hellenic School Network. The methodological framework used was Educational Designed – Based Research. The scope of this research was to create an interconnection of improvisation and creativity through methodological approaches of Art and Science during the teaching in Science Classes. Besides, the purpose of this dissertation was the development of a new pedagogical framework that integrates the dimensions of Improvisation and Creativity in the field of science teaching in Primary School, in such a way as to promote Social - Emotional and Deeper Learning Skills. In order to achieve the objectives, we designed prototype toolboxes for students, teachers and researchers where the various activities in the 4 phases of the research were described in detail: a) students' initial ideas, b) scientific knowledge, c) artistic expression, d) evaluation.

60192

Effects of a Mindfulness-based Intervention Program on Changes of Well-being and Hope Belief

Yu-Shan Ting, National Chengchi University, Taiwan
Lung-Hsuan Ling, Tainan University of Technology, Taiwan

Mindfulness plays a critical role in the mental health of humans. To date, it's still unclear whether mindfulness-based intervention could be an effective and acceptable program to enhance wellbeing and hope belief. This study aimed to examine a mindfulness-based intervention effect on changes of well-being and hope belief. Participants were 32 adults recruited from online advertisements and social media. The employed instruments included mindfulness-based cognitive therapy for life (MBCT-L), Inventory of Well-being (IWB), Inventory of Hope belief (IHB), and reflective questionnaires. To understand the influences of the intervention effects, this study employed a pretest-posttest design. During the 2-days experimental period, the experimental group (n =16) received the mindfulness-based intervention, the control group (n=16) did not. Both groups were requested to finish the pretest and the posttest. Repeated measure analysis of variance was employed to examine the learning effects of a mindfulness-based intervention program on changes of well-being and hope belief. We used Test (pretest vs. posttest score of concerned variables) as the dependent variables, used Group (control vs. experimental) as the independent variable to examine the effects of Group on the improvement of well-being and hope belief. The findings revealed that after the six-session experimental instruction, the experimental group improved their well-being and hope belief, whereas the control group did not have such changes. These results provide an effective and valuable mindfulness-based program for enhancing well-being and hope belief.

60195

Establishing an Action Research Group: Resilience, Adaptability, Drive

Louise Davidson, Dulwich Prep London, United Kingdom
Melanie Mortimer, RMIT University, Australia

In September 2020, Dulwich Prep London began piloting a small, internal Action Research Group. With recent experience in action research, we were keen to share experiences and encourage others to identify their own classroom based 'challenges'. We would address these by exploring pertinent literature, devising appropriate interventions, collecting data and considering our findings before sharing them with the school community. That was the plan. We did not predict a worldwide pandemic that would hugely impact on our intentions and challenge us to prove our resilience and adaptability while revealing how determined we were as a group to find ways around barriers. We found socially distant and remote methods to communicate our progress. Our valuable literature research had to be significantly adapted, yet we were able to meaningfully apply it to the changing circumstances. Our action plans were completely revised. The Action Research Group became a supportive platform for engaging with the unprecedented challenges that emerged with remote teaching, such as parental input, the tone of the feedback and establishing a method of blended learning. It became clear to us that the adaptability and resilience we were expecting of our students was vital in our own approach. We all had different drivers for pursuing our projects but felt a collective pride in our ability to adjust. We have realised that the collaborative support of an interdisciplinary team with these values at its core is what will sustain us over the forthcoming years.

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Educational Research, Development & Publishing

60217

Collaborative Writing Challenges and Strategies for Successful Elimination

Roddran Grimes, Georgia College & State University, United States

In spite of having good ideas for research topics, some educators may not be able to bring their concepts to fruition because of poor collaborative writing synergy between the various contributors. Whether we choose to advertise it or not, many educators have stories of collaborative writing dysfunction, which in turn may lead to failed projects. Based on the experience of an education preparation program (EPP) faculty member, it was determined that the top collaborative writing failures were:

- Problems scheduling regular times to brainstorm ideas and develop narrative
- Issues among contributors in determining who does what and when
- Challenges from contributors fully understanding their action items and deliverables
- Difficulties with contributors meeting deadlines
- Struggles with contributors feeling isolated and overwhelmed and thus losing writing momentum

Based on real life examples, this session will provide strategies educators can use so that collaborative writers can avoid disorganized and stalled projects. Lessons learned will be shared in order to identify productive ways that leaders of collaborative writing projects can support their contributors' efforts and keep them motivated so that collaborative writing success is achieved.

60616

Developing High School Students' STEM Competencies Through a Sports-based Educational Program

Noora J. Al-Thani, Qatar University, Qatar
Ruba Ali, Qatar University, Qatar

Sports is one of the significant drivers capable of fostering cognitive and scholastic skills in the young generation. Its' potential to integrate within diverse scientific and engineering disciplines makes it an ideal motivational tool to attract high school students towards science, technology, engineering, and mathematics (STEM) faculties at universities and careers. Amid gradual educational reformations in Qatar, a unique sports-driven STEM program was launched to derive the competencies in the secondary students and enhance their STEM literacy and aspirations. The study was based on a program, 'Science in sports' (SIS), intended to steer students' passion in sports to explore the embedded science and gradually evolve into aspirants in STEM fields. The study emphasizes the program's successful integration of science in sports by solving engineering design challenges that arise while developing a sports product. The 248 participants from 15 secondary schools actively engaged in sports product-based scientific workshops and an engineering design challenge, bridging the gap between science and sports. Results implicating the active involvement of the students, manifesting the quintessential 21st-century skills in engineering products, were drawn out from both qualitative and quantitative methods. Substantiating observations of the facilitators, review of sports products, and statistical analysis of pre-post surveys validated the productive outcomes from the program, which included enhanced STEM attitudes and competency. The SWOT matrix laid out the strengths of the well-structured program in addition to the limitations in providing an analysis of participant performance in international standard assessment tests as the aftermath.

Foreign Langages Education & Applied Linguistics

60344

An Investigation into Student Writers' Improvements on English Article Usages Across Different Learning Modes

Chian-Wen Kao, Chihlee University of Technology, Taiwan
Yu-Ting Hong, Chihlee University of Technology, Taiwan
Si-Yi Chen, Chihlee University of Technology, Taiwan

Most digital educational games have been developed to facilitate second/foreign language learners' vocabulary acquisition (Hung, Yang, Hwang, Chu, & Wang, 2018; Tsai & Tsai, 2018). Few has been found to improve students' grammatical competence. A digital game which served as a virtual business context in which learners acted as an entrepreneur to conduct interviews with applicants by using English articles (Wadelton, 2009) was adopted in the current study. This study aims to examine whether student writers could improve their article accuracy during the digital gameplay in comparison with the cloze exercise and the cloze exercise along with corrections. They were divided into three groups including the digital educational game group, the cloze exercise along with corrections group and the cloze exercise group. The immediate posttest results showed that students who did cloze exercises and received error corrections on article errors made more significant improvements than those who played the digital game and those who did the cloze exercises. The delayed posttest results indicated that not only students who did cloze exercises and received error corrections on article errors but also those who played the digital game made more significant improvements than those who did cloze exercises. Pedagogical practices that implement interactive software that provides on-line focused feedback of grammatical error types will be provided for English instructors.

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Foreign Langages Education & Applied Linguistics

60572
"Blended" in the Online Classroom! Technology Acceptance of EFL Students
Wenli Chang, National Yang Ming Chiao Tung University, Taiwan

In the digital era, blended learning (BL) has become a new normal in language education. Students who fail to learn remotely may have difficulty achieving academic success (Neumeier, 2015). English instructors now attempt to integrate traditional face-to-face class meetings with a technology-enhanced environment that encourages student engagement. Previous studies have shown that BL brings learning benefits to higher education, especially as an effective way to amplify learning opportunities and support university students' flexible learning (Li, Yang, Chu, Zainuddin & Zhang, 2020). For college EFL students in the BL context, their language skills have improved, both perceptively (e.g., Yang & Kuo, 2021) and productively (e.g., Kirkgoz, 2011; Liu, 2013). Studies have shown an additional growing interest in the tie between BL and learning attitudes (e.g., Gulnaz, Althomali & Alzeer, 2020. With an aim to further explore student perception of online learning, the present study extends previous but comparatively little research on how BL enhances EFL learners' technology acceptance. In the study, Taiwanese under-graduate students enrolled in a Freshman English course were engaged in a weekly BL rotation of face-to-face meetings and Internet-based lessons. A pretest and posttest design was applied to the questionnaire survey to examine the learners' acceptance level. As suggested by Tran (2016), major criteria are established for the examination of learner attitude toward system characteristics, socio-cultural factors, and individual differences. The collected data were analyzed using ANOVA for statistically significant difference. Pedagogical implications are discussed for future establishment of a trendy but truly meaningful and engaging digital classroom.

Higher Education

60050
An Exclusive Condition: COVID-19 Induced Stress as a Reflector of Status Inequality and Predictor of Academic Experience Among College Students
Hong Chan, University of California, Irvine, United States
Luise Von Keyserlingk, University of California, Irvine, United States
Katsumi Yamaguchi-Pedroza, University of California, Irvine, United States

The current research focuses on how COVID-19 induced stress impacts academic outcomes among college students of different structural backgrounds. To pinpoint the effect of structural hierarchy, we look at the relationship between stress levels of students across the specific demographic variables of race and first-generation college-going status. We further postulate that stress levels witness a growing trend for racial/ethnic minorities and first-generation college students, as their physical and psychological resources deplete at a much higher rate as they confront more problems as the pandemic progresses. However, we predict that these students will also demonstrate a corresponding increase in their resilience in stress management through engagement with unique coping methods. The findings will expand our understanding of stress, underscored by the context of COVID-19, as a product of systematic inequity and its effects on the academic outcomes— operationalized by units taken— of different student populations. As such, we can work towards building stress responses and coping strategies to mitigate the impact of COVID-induced stress on those who are most affected.

60118
Creating Lasting Economic Impact and Promoting Gender Equity in Africa Through Education
Kristin Palmer, University of Virginia, United States

The Distance Education for Africa (DeAfrica) program has been running for six years. This program is an educational outreach program between a non-profit with offices in Kenya and the University of Virginia in the United States. Over the past six years, 24,000 scholarships have been awarded to learners in every country in Africa. This session will highlight some student stories and talk to the transformative power of education. Testimonials from students will be shared. Survey data on impact to participants for career and education will be presented. Two books that have been published by this team will be presented. One book shares data on enrollments, student testimonials, and graduation ceremonies. A second book provides a series of ten case studies looking at regional African businesses. Eight of the ten business cases were written by women. Two of the goals of the DeAfrica program are creating lasting economic impact and promoting gender equity. This presentation will summarize how this program, designed on the Community of Inquiry (CoI) framework, has been successful over the last six years and plans for the future.

60119
Reaching Global Audiences Through Platform Partnerships
Kristin Palmer, University of Virginia, United States

This presentation will walk through how the University of Virginia has partnered with third-party platforms to reach global audiences. Data on the massive open online course (MOOC0 portfolio of the University of Virginia and the related metrics on enrollments and completions will be reviewed. The content strategy of the University utilizing courses and specializations to build brand awareness, allow students the opportunity to try-before-you-buy, and the opportunity to conduct research on platform will be presented. The main platform provider highlighted during this talk will be Coursera.

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Higher Education

60177

Why Students Plagiarise: Corrupted Morals or Failed Education?

Joseph Keung Fai Wu, City University of Hong Kong, Hong Kong
Eric Wing Hong Chui, City University of Hong Kong, Hong Kong
Ming Tak Hue, The Education University of Hong Kong, Hong Kong
Anthony Yau, City University of Hong Kong, Hong Kong

Why do students plagiarise and how can we tackle the problem? An accurate understanding of reasons for student plagiarism is a crucial step to successful formulation of effective solutions to the problem. To this end, a focus group study was conducted to collect information from an "insider" view on why Hong Kong university students might engage themselves in acts of academic dishonesty. A survey questionnaire was eventually developed and then self-administered by a sample of Hong Kong university students. Based on the students' self-report, among other forms of academic dishonesty, plagiarism is the most common type of academic misconduct. In addition, plagiarism seems to be a "gateway behaviour" that might signify a "syndrome" of other academically dishonest behaviours. Regarding reasons for student plagiarism, a majority of students participating in the focus group study attributed this to its "convenience" and to inadequate learning support from teachers. Survey data reveal that plagiaristic behaviours are better explained by interactions between personal and contextual factors. Further, students in the focus group study generally opined that the plagiarism detection software currently adopted did not yield accurate detection and could be deceived. Taken together, our data tell us that the problem of student plagiarism should be treated as a challenge to teaching and learning rather than merely an issue of discipline violation. For its solution, emphasis should be placed on education instead of punishment.

60214

Differentiated Means of Action and Expression in Higher Education Courses

Kim Muschaweck, Georgia College and State University, United States
Roddran Grimes, Georgia College and State University, United States
Stephen Wills, Georgia College and State University, United States
Robert Sumowski, Georgia College and State University, United States

The Center for Applied Special Technology (CAST) designed a framework, Universal Design for Learning (UDL), to promote the accessibility of learning practices by providing multiple means of engagement, representation, and action and expression (CAST, 2018). The framework is designed to guide teaching practices to improve learning experiences for all people based on how humans learn. One goal of UDL is the development of expert learners who use critical thinking skills to be strategic, and goal directed. Critical thinking involves both skills in interpretation and analysis and habits of mind. Goal directed behavior involves a process of interpreting and applying information to make a decision or solve a problem. Providing students with a choice in the demonstration of their learning is to provide an opportunity to be purposeful and strategic in the learning process. There is very little research that has examined the implementation of UDL practices in higher education and more specifically the differentiation of completion of course assignments within a course based on student choice. The purpose of this study was to explore whether providing the students with a choice of differentiated means of action and expression on course assignments positively impacted ratings of course satisfaction, as well as resulting in the demonstration of critical thinking in the key concepts of the course content. The presentation will share information regarding the development of differentiated course assignments in higher education courses, application across courses and content areas, benefits for all students, and feedback and perceptions from university students.

60395

Assessing College Students' Readiness for Online Learning

Marissa Fearnley, De La Salle-College of Saint Benilde Manila, Philippines
Christopher Malay, Lyceum of the Philippines University Cavite, Philippines

Advancements in technology and pedagogy with respect to distance education have highlighted the need for higher education institutions to adapt to these changes and embrace online learning as an alternative approach to instructional delivery. To assess students' readiness to this non-conventional modality, the current study utilized the Online Learning Readiness Scale (OLRS) by administering an online version of the instrument to 457 college freshmen in a private college. The overall mean scores and standard deviations obtained for the five dimensions of online learning readiness are as follows: motivation for learning ($\bar{x}$ = 4.23, SD = 0.61), computer/Internet self-efficacy ($\bar{x}$ = 4.05, SD = 0.64), online communication self-efficacy ($\bar{x}$ = 3.76, SD = 0.75), self-directed learning ($\bar{x}$ = 3.74, SD = 0.63), and learner control ($\bar{x}$ = 3.41, SD = 0.68). Nonparametric tests were employed to examine differences in the OLRS dimensions based on sex, academic program, and duration of Internet use. No significant difference in online learning readiness between male and female students was detected using Mann-Whitney U test. A similar test performed on duration of Internet use found that students who spend more than 4 hours online have significantly higher computer/Internet self-efficacy scores. Moreover, results of Kruskal-Wallis H test revealed that students' academic programs pose significant differences in three dimensions namely, computer/Internet self-efficacy, online communication self-efficacy, and motivation for learning. Overall, the results reflect positively on the readiness of freshman students for online learning.

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Higher Education

60471

Change Readiness: Preparing for Change in the Age of Disruption

Brian Delevie, University of Colorado Denver, United States

Institutions of Higher Education (IHE) are in a period of immense disruption due to student demographic changes, economic pressures, and approaches to student learning. These swirling forces are driving IHE to consider and pursue systemic organizational, cultural, and pedagogical changes to fulfill their missions and remain financially viable. To meet these challenges, DP are enacting various change implementation strategies to guide and engage their unique ecosystems towards developing the systems and protocols necessary for effective and systemic change. However, though the need and desire for change are strong, most change initiatives don't fully reach their intended outcomes due to an incomplete understanding of how the faculty tasked with or affected by, feel and respond to a particular change. As such, the concept of individual change readiness is frequently cited as a reason why change efforts fail. By investigating specific attributes of change readiness such as culture, efficacy, valence, and uncertainty, this paper examines the mediating factors that govern design faculty's response to change as a mechanism to inform future change implementation processes.

60592

Integrating English Language Into Learner-language-sensitive Pronunciation Training Tool

Florent Domenach, Akita International University, Japan
Shunsuke Nakata, Akita International University, Japan

This study presents the integration of English language into our learner-language-sensitive pronunciation training system, which has been under development for French and Japanese learners so far. It aims at helping Japanese or French speaking learners for English pronunciation improvement as well as English speaking learners wishing to make themselves better understood orally in French or Japanese. Our analysis is two-fold. Firstly, we used Formal Concept Analysis based on the coding of each vowel features to understand the main differences in articulatory behavior among these languages, which cause the phonetic difficulties for learners. Some of the results discussed identify rounding lips and giving them tension are observed in a more balanced distribution in French vowels than in English and Japanese ones, making French [u] and [o] difficult for Japanese and English-speaking learners. Our analysis serves to discover the most shared articulatory behaviors among the sounds in the target language, which can guide educators to facilitate learners' overall improvement in pronunciation. Secondly, articulatory distance can be counter-intuitive for learners, and can indicate simpler paths learners should follow to reduce the difficulty caused multiple articulatory changes between two vowels, and thus the number of the operations needed to reach the target sound. The analysis shows that choosing the right starting point and the right path in terms of articulatory economy can be quite far from perceptory distance, and hard for learners to discover.

60632

Exploring Blockchain Technology and its Usefulness in Education

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Arumugan Seetharaman, S.P. Jain School of Global Management, Singapore
Bhanu Ranjan, S.P. Jain School of Global Management, Singapore

Blockchain Technology has been known to most People pertaining to Bitcoin and other cryptocurrencies. Blockchain has been now around for about a decade but other than in cryptocurrency it has not been very successful. It has been applied to many areas of Business-like finance, judiciary, education, Health care, Logistics, and commerce however with limited success. In short, it can best be termed to be a smart system than a blockchain. The current paper focuses on the potential of BCT in the education Domain and explores how it can be used to solve some education problems. This article introduces the features and advantages of blockchain technology followed by reviewing some of the current blockchain applications for education. Some innovative applications of using blockchain technology were proposed, and the benefits and challenges of using blockchain technology for education are also discussed. This Paper reviews Blockchain Technology (BCT) and its implementation in Education. Research has shown that many small implementations in education have happened however, the success has been limited. The full potential of the BCT has not fully exploited. The BCT features and benefits proven so far can address the challenges of the Education Framework.

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Interdisciplinary, Multidisciplinary & Transdisciplinary Education

60169
Interdisciplinary Teaching at RWTH Aachen University – Project "Leonardo"
Ann-Kristin Winkens, RWTH Aachen University, Germany
Stefan Böschen, RWTH Aachen University, Germany
Carmen Leicht-Scholten, RWTH Aachen University, Germany

Interdisciplinary teaching is becoming increasingly important, especially at universities with a strong technical focus. With regards to addressing global challenges, the interdisciplinary training of scientists is seen as a key feature of academic education. Scientists educated this way – t-shaped scientists – are regarded as able to inspire problem-solving processes by combining different disciplinary views on the strong fundament of one discipline. In order to promote this exchange and to enable students to participate in shaping the society in the sense of shaping competence, the interdisciplinary teaching project "Leonardo" was launched in 2008. A central characteristic of "Leonardo" is that lecturers from different epistemic cultures offer joined courses focusing on global challenges, which are directed at students from all faculties. The goal is to discuss a guiding theme in an interdisciplinary perspective and to bring together both students and lecturers from different disciplines. However, the question arises whether this approach succeeds in reaching the goal of t-shaping scientists. Against this background, three selected courses, namely "Sustainable Development Goals", "Resource Policy" and "Interdisciplinary Perspectives on Technology and Society", will be analysed while the following research question is in focus: What are opportunities and challenges of interdisciplinary teaching, especially regarding the t-shaping focus? This question is answered by re-analysing the evaluations of the courses as well as the critical reflection papers of the students. Further questions are: How do students reflect on interdisciplinary teaching? How can global challenges be taught in an interdisciplinary way and do students contextualize these challenges in their exams?

International Education

60070
Children Starting School – The Lived Experiences of Mothers in the UAE and UK
Rachel Takriti, United Arab Emirates University, United Arab Emirates
Susan Atkinson, Leeds Beckett University, United Kingdom

A successful first transition to school impacts positively on both academic achievement and social development for the remainder of the school years. Rimm-Kaufman and Pianta's (2000) Ecological and Dynamic Model of Transition describes the relationship between time and context on transition, specifying how the relationships between the key stakeholders, for example, parents, family, teachers, children, school, affect each other across time. Taking such a perspective highlights the need for research which focuses on different cultural settings and groups of children. This study reports a comparative account of the lived experiences of school transition into FS1 for mothers who had a first child starting school in either the UK or the UAE. Participants took part in a semi-structured interview in which they looked back over the first year of their child starting school, discussing their hopes and expectations for their child as they started school and their lived experiences of the first year of schooling. Responses were transcribed and analysed using thematic analysis. The thematic analysis employed drew upon a a phenomenological perspective, focusing on the experiences of the mothers. Two main themes emerged from the data: Positive Experiences; and Adapting to Change. Both of these themes were evident in the UK expat and the UAE national mothers. A pattern emerged which identified differences and similarities in experience and that these changed during the first year of school. Listening to the voices of mothers from different cultures around transitioning provides a clear route to the design of culturally appropriate transitioning practice.

60160
Pre-Covid Educational Paths of Chinese Undergraduate Students in the U.S.
Levin Arnsperger, Emory University, United States
Hong Li, Emory University, United States
Michael Cerny, University of Oxford, United Kingdom

As of 2019, nearly 370,000 students from the People's Republic of China were enrolled at a U.S. college or university. Often employing a 'push-pull' model of international student migration, prior academic research has sought to identify the primary factors which motivate Chinese students' desire to receive an overseas education. However, the recent deterioration in U.S.-China relations, along with the COVID-19 pandemic, are expected to both alter and depress international patterns of Chinese student migration. Combining two datasets collected at Emory University in the past three years, our study investigates the pre-COVID educational paths of Chinese students from high school to American colleges and their motivations for pursuing undergraduate education in the U.S. Drawing from 190 surveys and 17 interviews of Chinese students at Emory University in the span of three years, our study highlights how Chinese students navigate the complex application process and identifies the key factors influencing students' decisions, such as with regards to the political and economic status quo of the United States and China, parent-student aspirations, and the perceived value of an overseas education. Furthermore, based on recent interviews with over 20 Chinese students at Emory University, we will discuss the unique challenges and concerns of Chinese students studying in the U.S. during COVID-19 that provide early insight into how online learning might shape future patterns of international student migration.

ECE2021 Virtual Presentations (Pre-Recorded)

Learning Experiences, Student Learning & Learner Diversity

59684

Connected Curriculum in Practice: The Experience of Embedding Research Oriented Assessments

Magda Hercheui, University College London, United Kingdom

This research presents the process and results of embedding the UCL Connected Curriculum into three modules at the UCL School of Management MSc Management, demonstrating the approach empowers students as knowledge creators. The paper also discusses challenges brought by these changes, and further suggested development. Based on Connected Curriculum principles and practices (Fung, 2017; Tong et al., 2018), assessment based on research has been incorporated into two modules, making them more relevant from the perspective of discussing contemporary issues and offering activities which are related to professional application of knowledge. Both modules reconnect their syllabus with other content taught in the programme, adding a multidisciplinary dimension to research exercises. Students share findings, fostering peer learning. In a third research-based module, the teaching has been restructured. Students are motivated to link their research with career plans and to apply research to their entrepreneurial projects. Students are motivated to publish their work, and conference and journal papers have been published based on their research. Challenges are mainly about activities requiring more efforts (understanding theory and data collection methods) and greater engagement across the whole module. Areas of improvement are related to having more means to support students interested in publishing their research and further developing their research after finishing their degrees.

59987

Effect of Mixed Groups on Multicultural Interaction and Student Experience

Geethanjali Selvaretnam, University of Glasgow, United Kingdom
Wenya Cheng, University of Glasgow, United Kingdom

British Universities attract students from around the world. Being able to work effectively in multicultural teams increase students' competitiveness and employability. Therefore, it is crucial to equip students with this valuable skill. There is a vast literature exploring the challenges in multicultural classrooms. One such challenge is that students rarely engage in interactions with those from other cultural backgrounds. The objective of this research is to investigate how working in a culturally mixed group on a summative assessment affect the level and type of interactions. All those involved in teaching in multicultural classrooms would find details of this initiative and results valuable. At the beginning of the semester, the 48 students enrolled in an undergraduate Economics course were asked to form groups of four with members from at least two nationalities. The group project submission deadline was at the end of the semester. Feedback about their experience of working in such a group was collected through survey questionnaires. We wanted to find out what the students talk about; the benefits and challenges; whether and how such a group affect the quality of the output and whether we should design such opportunities for students to interact across cultures. The results from the analysis of the survey responses provide strong support for such interventions to promote multicultural interactions, recognising many benefits and highlighting potential challenges. Moreover, there is evidence that students interact on topics wider than the project itself, such as differences in culture, university life, leisure activities etc.

60059

Student-led Design of Online Tools to Support the Quality of Research Life at the University of Tokyo: A Survey-based Approach

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Yang Li, University of Tokyo, Japan
Saeko Kawataki, University of Tokyo, Japan
Paul Nadeau, University of Tokyo, Japan

The Toward Diversity team consists of PhD students from four countries and three graduate schools at the University of Tokyo (UTokyo). In June 2020, at UTokyo's Post-Corona Society Future Vision Symposium, we proposed an online platform to support the quality of research life among students and faculty members, with a focus on promoting diversity. Our team was awarded with funding and mentorship to develop a prototype, for initial application in the School of Engineering. The platform is being designed to enhance research life in three areas, identified as priorities during a pre-pandemic study and of renewed relevance at present: interactions between researchers, the balance between research and personal life, and mindsets and attitudes towards diversity. In order to gather feedback on the proposal, a survey was distributed to diverse UTokyo members. The three lessons learnt from the 290 responses are that: the types of issues faced in research life at UTokyo change mainly with age, rather than other factors such as gender and nationality; although most researchers are aware of existing support services offered by UTokyo, a majority chooses not to avail of these opportunities; and there is strong demand for more information services, such as access to stories of others' experiences, as well as more communication services such as online communities for researchers facing similar issues. After highlighting key features of the student-led research and development methodology, this paper explains how the survey results are being translated into system requirements for the online platform for research life support.

ECE2021 Virtual Presentations (Pre-Recorded)

Learning Experiences, Student Learning & Learner Diversity

60435

Research on the Learning Experience and Effectiveness of Digital Action Learning on Design Education

Shu-Yin Yu, Ming-Chuan University, Taiwan

Nowadays, learners use digital mobile devices to learn online resources and content at flexible times to obtain the convenience, expediency and immediacy of mobile learning. Action learning has achieved considerable results in changing the traditional learning model. The mobile devices used by college students are mostly smart phones, which have become the main application devices for learning. For design courses that are not tested by exams, the general learning management system (LMS) has limitations for learning. Design practice and skills are the core curriculum of design education. We need a more flexible and varied teaching demonstration and communication platform. Therefore, this research uses digital technology (LineBot and Zuvio) as teaching assistance and teaching material support based on the concept of a smart learning environment. This research mainly investigates the learning experience and effectiveness of students in the design teaching with the aid of digital learning models. We use "learning engagement" and "teaching practice" as independent variables, and "learning satisfaction and confidence", "learning readiness", and "learning effectiveness" as dependent variables. The research results show that the action learning teaching method enables design students to have a higher learning engagement and educational practices. The assistance of digital technology has improved the effectiveness of learning, but "learning satisfaction and confidence" and “learning readiness” have not reached significant levels.

60549

A Study of Students' Engagement on the Zoom-based Synchronous Online Teaching

Ka Man Pang, University of Wollongong College Hong Kong, Hong Kong

The outbreak of the COVID-19 created a chaos of global health crisis and campus health. In the Wollongong College Hong Kong (UOWCHK), almost all classes have adopted using the Zoom-based synchronous online teaching. However, the problems of using this teaching approach are diversified as indicated in many studies. It includes the teaching becomes ‘passive’, ‘isolated’ and ‘unengaged’. This paper reports a study concerns students’ engagement on the learning of a first-year computer programming module. The module was delivered with a Zoom-based online teaching and aims to provide students introductory knowledge of computer programming. It mainly to study whether students can stably mentally engage to the learning process through-out the module. The study used a rating scale and anchoring survey method to collect quantized qualitative data regarding students’ feelings on five bipolar mental specifications, ‘Boring—Stimulating’; ‘Did Not Learn Much-Learned Much’; ‘Not Engaged in Learning Process-Engaged in Learning Process’; ‘Not Much Work Done-Much Work Done’, and ‘Cannot Experience Good Learning- Experience Good Learning’. They were asked to rank against these mental specifications in 1-7 points upon completion the teaching weeks of 2, 5, 9, and 12. The variances of students’ responses were analyzed with one-way repeated measure ANVOA, and the descriptive method with the study weeks' means average. The result of this study is inspiring as the study shows that students mostly can positively, stably engage to the learning processes through out the module. It indicates that they might not pedagogically restricted by using the Zoom-based synchronous online teaching.

60582

Evaluation of Face-to-face and Online Learning for Enterprise and Entrepreneurship Courses

Kassandra A. Papadopoulou, University of Manchester, United Kingdom
Rob A. Phillips, University of Manchester, United Kingdom
Fatemeh Salehi, University of Manchester, United Kingdom

Having moved predominantly due to the coronavirus crisis, a comparison was made of two entrepreneurship courses at The University of Manchester, taught online for the first time this academic year, with the previous year's versions which were face to face. The aim was to identify areas of good practice and areas for improvement. Qualitative and quantitative data was collected from students, as well as school-wide feedback from lecturing staff allowing a comparison of the online versions compared to the previous year's face-to-face teaching. Despite entrepreneurship being a very interactive and face-to-face subject, it was found that students generally adapted well to online teaching, feedback and attainment were similar to previous years. However, students felt it was important to have additional access to their lecturers through live sessions, extra assignment help, and need longer time to absorb the material with recorded lectures broken down into smaller videos and activities to aid concentration. They found the live session helpful to meet and work with peers and as part of their studies they want access to both asynchronous and synchronous learning methods. Students also commented that in some cases lecturers overcompensated for being online with a large number of quizzes, case studies and other activities which greatly increased the students' workloads. Analysis and recommendations were provided on what the authors consider to be the contributing pedagogic factors of delivering a successful online approach in entrepreneurship education and make recommendations as to how this online learning could be improved.

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ECE2021 Virtual Presentations (Pre-Recorded)

Learning Experiences, Student Learning & Learner Diversity

60590

University Students' Perceptions of Social Experiences in Online Learning: A Post-COVID-19 Perspective

Siti Norbaya Azizan, Sunway University, Malaysia
Glenda Marian Crosling, Sunway University, Malaysia
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Benedict Valentine Arulanandam, Sunway University, Malaysia
Catherine Cheng Ean Lee, Sunway University, Malaysia

Since the emergence of COVID-19 in 2020, online learning has become increasingly important as an alternative to face-to-face higher education (HE) programme delivery globally, including in Malaysia and Singapore. With limited physical and social contact, communication, collaboration, and knowledge-sharing through digital tools play a large part in enhancing students' virtual learning experience. Based on the Unified Theory of Acceptance and Use of Technology (UTAUT) and social learning theories, this study examined HE students' perceived social learning values, as seen in their online learning activities during the pandemic. Utilising the online survey method, input concerning the students' perceptions was gathered from convenience samples from a Malaysian university and a Singaporean university. Generally, the study indicates no significant difference between HE students from both universities in technology acceptance and their perceptions of the social aspects in online learning: online learning was moderately perceived as effective by both groups in facilitating social learning activities, particularly through communication, collaboration, and resource/ material sharing between students and teachers. However, further data analysis via the UTAUT framework indicated that these perceived social learning aspects were significantly linked to the students' intention to use online learning. The emerging findings form recommendations for improving HE students' social learning experience in online learning. These apply to both Malaysian and Singaporean contexts, and importantly, provide insights for the design of an effective online learning ecosystem that addresses the dynamic social learning needs within the HE context during and post the pandemic.

60604

Learning through Teaching: Reciprocal Peer Teaching in Language Education

Kyung Min Nam, The University of Nottingham Ningbo China, China

This study discusses pedagogical effectiveness of reciprocal peer teaching in language education by putting students at the centre of the teaching and learning process. Undergraduate students learning Korean as a foreign language at the University of Nottingham Ningbo China (UNNC) took part in reciprocal same-year tutoring in the format of rotating teaching sessions by individual students to the peer group. 'Tutor' students taught Korean to their 'tutee' students in their own ways by using their own teaching materials, and the entire process of peer teaching and its benefits were explored through observation, interviews and survey methods. The findings have shown that all participant students acted as autonomous, creative and professional language experts taking considerable power and responsibilities, and such peer interactions had a positive impact on teaching and learning showing many benefits, including cognitive, social, and affective congruence. This reciprocal peer teaching conducted in a student-centred environment sheds light on empowering students to be autonomous learners in language education.

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

59734

The Role of Software in Computer Science Majors' Career Choice

Bernd Neeser, University of Applied Sciences Wuerzburg-Schweinfurt, Germany
Karsten Huffstadt, University of Applied Sciences Wuerzburg-Schweinfurt, Germany

The shortage of highly-skilled ICT (information and communications technology) workers remains a serious and global concern. This paper reports on how to attract more computer science majors to job fields within ICT that are especially critical to economic growth, rather than how to solve the overall shortage. A qualitative preliminary study found that certain software-related aspects might play an important role when picking a job field. In order to generalize and validate these findings an online survey based on the Social Cognitive Career Theory was conducted. The data were analyzed and show that the software used in a prospective job does in fact have a positive influence on computer science majors' career choice when a technical usage of the software is pursued. A direct correlation exists between usage frequency of a software product and the willingness to take on a job in which the software is used. A modern user interface is an advantage when attracting computer science majors to specific job fields but other characteristics such as good functionalities and ease of learning seem to affect career choice much more. Further research will be required to determine which characteristics of a software are decisive.

ECE2021 Virtual Presentations (Pre-Recorded)

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

60425

Investigating the Impact of Factors Associated With Student Academic Achievement and Expectations Through the Ecosystemic Perspective in the Greek Context

Olga Giovani, Hellenic Open University, Greece

In this proposal, Bronfenbrenner's theory (Brofenbrenner,1970; 1979; Brofenbrenner & Crouter, 1983; Brofenbrenner & Morris, 1998; Brofenbrenner & Evans, 2000) will be used to investigate the individual, microsystemic and exosystemic factors that may affect adolescents' academic achievement as well as their expectations in Greece. First, the topic of academic achievement in an adolescent developmental context will be set as the target of the proposed study while focusing on the aspects of community influences on adolescents. More specifically, the effect of available resources and the perceived sense of safety and support will be further investigated. Then the issue of family factors will be analysed, focusing on parental style, parental monitor, involvement as a mesosystemic factor as well as their expectations. In turn, the school will also be discussed with emphasis on the teacher expectations, the presence of school disorder, absenteeism, and the academic aspects of student achievement. Finally, the adolescent's individual perspective will be taken into consideration in developmental terms, examining their perceptions regarding their community/neighbourhood, their family, their school as well as their sense of self-concept and self-esteem as these are expressed through their academic performance and prosocial behaviour. The aim of the proposed research is to study these associations through the prism of the systemic perspective; the relationship between aspects of educational achievement and socioeconomic background, with an emphasis on the role of the community which has not been adequately researched in the Greek context.

60587

Predictors, Sources of Test Anxiety and Coping Strategies: A Comparative Study of Postgraduate Taught Students in the UK and Saudi Arabia

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Test anxiety (TA) is pervasive across cultural boundaries and is related to impaired academic performance and psychological wellbeing. This study aimed to investigate predictors, sources of TA and the coping strategies employed by postgraduate taught (PGT) students in UK universities (UKUK), international students in UK universities (IUK), and Saudi students in Saudi universities (SASA). The study employed a comparative, cross-sectional and correlational research design. In total 429 PGT students took part (198=UKUK, 153=SASA, 78=IUK) recruited through convenience sampling. Students completed an online questionnaire using the TA Inventory (Spielberger,1980), the Depression Anxiety Stress Scale (DASS21; Lovibond &Lovibond, 1995), the Sleep Condition Indicator (Espie et al., 2014), and open-ended questions about the sources of TA and the techniques used to reduce it. This study is part of a mixed-methods study. The results indicated that within the three groups, anxiety predicted TA. Among the SASA and IUK students, sleep quality predicted TA, as did ethnicity within UKUK students. The results of Chi-squared tests revealed that written examinations were most likely to increase TA, followed by coursework. The most important source of TA comprised academic factors related to the tests and courses within the three groups. The coping strategies most reported were relaxation techniques for UKUK students, personal organization for SASA students, and distraction for IUK students. Forms of assessment influence the degree of TA. Designing forms of assessment is a challenge in higher education. Transitioning away from traditional exams to continuous assessment may have the potential to improve academic performance and relieve TA.

Nurturing Creativity & Innovation: New, Innovative & Radical Education

60618

Levelling the Playing Field: A Case Study on the Benefits of Integrating Student Feedback Through Fluid Course Development

Kate Luxion, University College London, United Kingdom

A challenge in teaching and course planning is striking the balance between the skills and knowledge students need to learn and the timeliness of the information available to explore and learn from. In visual arts, students who are hoping to pursue professional practice need legal knowledge, communication skills, and technical skills alongside reflective thinking and time management. But various mediums and disciplines complicate and constrain the process of course development. This presentation explores a case study of documenting fluid course development through integrated feedback to address these complications and teaching in interdisciplinary space. The course to be discussed is a Visual Arts Business Procedures as it was taught at a technical college in a semi-rural area of South Carolina, with teaching methods covering digital and face-to-face praxis. Successful approaches to be discussed include ways of centering student voices, use of engagement to improve depth of learning, knowledge co-production as a learning process, and creating community across semesters. The discussion will include how to implement these approaches in low resource settings, while ensuring they met accreditation and assessment standards.

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ECE2021 Virtual Presentations (Pre-Recorded)

Primary & Secondary Education

60181

Teaching Ethics in Secondary Education: A Moral Ontological Paradox

Jaron Schoone, Berlage Lyceum, Netherlands

Moral education in high school environments is often related to normative or applied ethics, but meta-ethics is rarely discussed. This paper will argue that contemporary moral education suffers from a paradox that finds its roots in moral ontology. Morality can be either subjective (mind-dependent) or objective (mind-independent). On the one hand, morality being subjective fits with certain values, such as tolerance and diversity, that take a prominent place in multicultural societies. Based on moral subjectivism, a teacher can make a case that one ought not to judge someone as being morally wrong but that students should listen and respect each other. On the other hand, morality being objective fits with the idea that certain norms and values should be universally accepted, such as the idea that all humans are equal. Teaching these universal moral norms and values seems to be part and parcel of moral education. However, this leads to a paradox. If one teaches students the importance of respecting different norms and values, then this should lead to respecting those who think that human beings are not all equal, and vice versa. Since many teachers appear to be unaware of the severity of this paradox for moral education, it is the goal of this paper to describe both the paradox itself and its implications for moral education.

60551

The Processes of Educational Communication in Primary Schools Determined by the State of Emergency in the Czech Republic

Dominika Provázková Stolinská, Palacky University Olomouc, Czech Republic
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The paper focuses on the current methods of educational communication in primary schools in the Czech Republic. As a result of the COVID-19 pandemic, the educational conditions have dynamically transformed in our country. It has even been reported that pupils' absence from full-time attendance is the longest in Europe. Some pupils (including primary school pupils) have been taught online for approximately 10 months. This situation has had a significant impact on educational communication, which is considered an essential aspect and means of effective teaching in primary schools. The paper reflects on the current level of educational communication between primary school teachers and their pupils.

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Professional Training, Development & Concerns in Education

60037

Issues in Effective Design of ESL Teacher Professional Development Programmes: A Case Study of a Standardised Programme in Malaysia

Wendy Hiew, Universiti Malaysia Sabah, Malaysia

This study investigates and critiques the impact of professional development programmes for teachers and the factors affecting it. This is done through a specific case study, the Professional Up-skilling of English Language Teachers (ProELT) programme in Malaysia. The ProELT is a one-year programme sponsored by the Malaysia Ministry of Education and conducted by the British Council. The programme was participated by selected groups of primary and secondary school English teachers. The research adopts a mixed-methods study including the collection of 350 questionnaire data, but this paper will focus only on the qualitative findings. Data from interviews, a focus group and the programme coursebook are analysed and described. The findings reveal some major limitations of the programme: in the coursebook materials; selection of participants; and the amount of follow-up support. These were found to have had a negative emotional impact on the teachers and compromised the potential benefits of the programme. Broader implications of the findings are explored and recommendations for future programme design are made.

60387

Teaching Aptitude of the Teachers

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Manjunatheshwar Prasad Jagadeshwar Rao, Dailyhunt, India

This paper discusses about the teaching aptitude of teachers teaching at different levels from primary school to graduate level. This paper compares the teaching aptitude of male and female teachers, teachers from different specializations, teachers with a teaching degree and teachers who don't hold a professional teaching degree and also that of the freshers and experienced teachers. The author aims to study about the ambition of teachers when they were in middle school as adolescence is the age where individuals develop an identity for themselves, to study the number of teachers who actually wanted to become teachers; and thereby compare the teaching aptitude between teachers who wanted to become teachers and others. A survey was conducted on 100 teachers using a pretested questionnaire. The statistical results of the same will be discussed in this paper.

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ECE2021 Virtual Presentations (Pre-Recorded)

Professional Training, Development & Concerns in Education

60580

Competencies of Preschool Teachers in Educating Children With Emotional and Behavioral Disorders

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Along with the COVID-19 pandemic, there was a wave of social distancing, and the activities of many educational institutions became limited. This situation has also affected children, especially the vulnerable ones – those with emotional and behavioral disorders and those who have special educational needs. Even though there is little research on the impact of the pandemic on children's mental health, there is evidence that being locked up at home causes a number of mental health problems such as anxiety, stress, depression, and sleep disorders (Jefsen, 2020; Van Lancker, 2020). The changed roles of pre-school educators require ever higher qualifications and new competencies (Tristani, 2000). In Lithuania, there is a lack of research that would reveal what competencies of a pre-school educator are important in order to ensure the successful education of children with emotional and behavioral disorders. The aim of the research was to reveal pre-school teachers' attitude towards competencies needed to ensure the successful education of children with emotional and behavioral disorders. The analysis of the questionnaire survey data showed that pedagogical, communicative, and socio-psychological competencies were important for pre-school teachers in their professional work. However, the teachers found managerial and research competencies to be less important. The study showed that the teachers who participated in the study lacked the knowledge and skills needed to work with children with emotional and behavioral disorders. However, some educators were not motivated to acquire new knowledge and skills related to the education of children with attention and behavioral disorders.

Teaching Experiences, Pedagogy, Practice & Praxis

60088

Moral Training: A Genealogical Critique of Pastoral Power in the Manifestation of Teacher Subjectivity

Jack Bryne Stothard, University of Derby, United Kingdom

The figure of the teacher is often portrayed in an unproblematic and consistent way in a rationalistic understanding of education. Thus, histories of the historical teacher are often situated within the context of a meta-narrative: that the teacher is the person who is tasked with achieving the educational goals explicitly set out by such qualified discourses such as those proliferated by The Department for Education (2019a, 2019b, 2019c). This paper seeks to offer a different account of the teacher subject by committing the institutional practice of continuing professional development to genealogical critique. This paper coins genealogy as an "analysis of modern power as a positive and productive force." (Pignatelli 1995, p. 386) and reconceptualizes continuing professional development within Christian conscience-forming pedagogies and pastoral power. These two conscience-forming pedagogies ('exomologesis' and 'exagoreusis'), which Foucault (1988) describes, offers a theoretical grounding on which to construct a critique of a personal experience in the form of an autoethnographic vignette. This critique explores ways in which teachers are expected to examine their thoughts and behaviour and how school policies expect teachers to modify not only their actions but their speech and, indeed, their thoughts. Concepts of confession and self-examination are utilised, Foucault argues, in order "to constitute, positively, a new self." (p. 49) Thus I argue that continuing professional development may not only function to improve the skills and subject knowledge of teachers, so they may perform their duties more successfully, but may actually be the means through which teacher subjectivity can be altered entirely.

60123

Adapting Active Learning in Presence to Distance Education: Effective Strategies from Four Cases in Higher Design Education

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Silvia Deborah Ferraris, Politecnico di Milano, Department of Design, Italy
Lucia Rampino, Politecnico di Milano, Department of Design, Italy

From 2020, education had to rapidly adapt to the massive employment of distance learning. The adaptation of design teaching at university level seemed to be particularly challenging because of its orientation towards project-based and active learning. Design students engage in learning by doing, being supported by the interrelation with teachers and classmates within the classroom. This approach is rooted in the art and craft teaching, historically hinged on studio pedagogy where the direct teacher-learner relationship is a key element of learning. Besides, design education strongly relies on peer learning, which naturally occurs within the physical space. Also, design learners deal with concepts related to the perception of forms, colors and spaces, which can be critical when mediated by a screen. All these disciplinary and relational implications defies design teachers to adapt to distant learning. Through action research, this paper presents four design-related courses that were adapted to distance learning. Being originally in presence, at different programme levels (i.e. Bachelor, MSc), in two universities and countries (i.e. Politecnico di Milano, Italy; Universidad Diego Portales, Chile), these courses implemented different teaching strategies that make them succeed in keeping the active learning approach. They possibly achieved even better results than in the previous years, in terms of participation, engagement and outcomes. An analysis of the four courses, the teaching strategies implemented and results are described, with the aim of providing an aid to teachers from project disciplines, for the adaptation to distance learning of courses with a strong focus on practice and presence.

ECE2021 Virtual Presentations (Pre-Recorded)

Teaching Experiences, Pedagogy, Practice & Praxis

60173

Preschool Practices to Promote Self-regulated Learning

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Self-regulated learning is a transversal competency in human development and plays a central role in acquiring autonomy. It is a complex and dynamic process involving personal, behavioral and contextual dimensions. Moreover, the current social challenges require educational professionals, particularly teachers, to be flexible and personalize teaching practices according to children's specificities. This investigation aims to support the use of methodologies that promote self-regulated learning in preschool teachers' practices. We also intend to study if such practices promote the use of self-regulated learning strategies in children. Participants included ten preschool teachers and their children (N = 141). An educational intervention was implemented by teachers that were engaged in professional training. Pre and post-test measures were used by teachers with children, identifying children's perceptions and strategies to solve preschool tasks. The instruments were validated for the children's age: Dynamic Assessment of Self-regulation in Preschool (DASP) method and the Children's Independent Learning Development Checklist. Pre, post-test, follow up and process measures were used with teachers (SRL diary, focus groups, motivational beliefs scales about the use of the DASP method, and reflection exercises) to assess possible changes in their perceptions and practices. Preliminary results will be presented showing change, transferability, and stability of self-regulated learning practices over time. Furthermore, this study contributes to the design of educational resources to promote preschool practices according to diverse self-regulated learning dimensions (i.e., motivational and metacognitive) and preschool authentic activities. The potentialities and constraints of the investigation will be discussed considering theoretical, practical and political implications.

60183

Teacher Education and Migration: The Value of an Aesthetic Experience

Antoinette Camilleri Grima, University of Malta, Malta
Mattia Mantellato, University of Udine, Italy

This presentation will illustrate a multimodal project in the area of intercultural education. Following significant immigration flows to Malta (Mediterranean) there was a growing need in teacher training to give space to a focused reflection on identity and cultural mediation. In a very short time, teachers of Maltese were faced with a new reality they were not prepared for: how to teach Maltese as a foreign language with a strong intercultural element, an important tool for the integration of migrants in local society. Pedagogical innovation was at the heart of this transdisciplinary project. We worked on a digital production that brings together different art forms: dance, music, poetry and the environment, with the ultimate aim of raising awareness about issues of migration among professional educators. The conceptual framework for professional development activities was provided by the CEFR Companion Volume (2017) section on mediation, and in particular 'expressing a personal response to creative texts'. A workshop with two different groups of teachers (pre-service and in-service) was conducted and their reflections about the effectiveness of the art forms to stimulate empathic reactions were recorded in writing. The response of the teachers was very positive and the depth of interpretation encouraging. Ultimately, teachers can only implement a positive intercultural pedagogy following a transformation in their own meaning-making and interpretive capabilities, which, as we will show, can be enhanced by an aesthetic experience.

60196

Altered Andragogy: Lessons From Lockdown for Systems Engineering Education

Steve Barker, Cranfield University, United Kingdom
Jeremy Smith, Cranfield University, United Kingdom

Systems Engineering (SE) is a largely interactive and applied discipline which has been mainly taught via face-to-face tuition. The move to online-only teaching due to the 2020 coronavirus pandemic thus posed significant challenges for SE education. The andragogical strategy involved had to be rethought and redesigned such that key precepts of student learning could be maintained in a way that preserved the depth, intricacy, and richness of the SE discipline. The interdisciplinary approach adopted involved combining a constructivist viewpoint with integrated collaborative and reflective activities, based around inquiry-based learning to facilitate online learning at distance. This pedagogical construct relied on a multidisciplinary and iterative approach to curriculum and module delivery, employing multiple methods to redesign the teaching approach to 'chunk' material into sets that were more readily deliverable in short bursts, and more digestible without face-to-face interaction. This took in revisions to the traditional pedagogical approach to learning, and blended short live online sessions with self-paced tasks, supported by Q&A sessions and 'thought bursts' of key information to summarise key learning points. Learning technology and software tools were used to facilitate and promote interactive and group workshops, which was particularly challenging but proved useful in bridging generational gaps and preferences for certain learning styles. This paper details the andragogical approach taken to wholly online distance learning for SE, reflecting on how successful it was both initially and as it evolved. It also considers how future learning can be successfully facilitated, incorporating the pedagogical lessons learned from the last twelve months.

ECE2021 Virtual Presentations (Pre-Recorded)

Teaching Experiences, Pedagogy, Practice & Praxis

60216

Teacher Candidate Support and Resiliency During a Global Pandemic

Roddran Grimes, Georgia College and State University, United States
Stephen Wills, Georgia College and State University, United States
Robert Sumowski, Georgia College and State University, United States
Kim Muschaweck, Georgia College and State University, United States
Hiller Crook, Georgia College and State University, United States

The global pandemic has disrupted the classroom experience of teacher candidates and for students with disabilities in their P-12 school environment. This presentation will describe how one education preparation program (EPP) had to shift their cohort model from face-to-face to virtual instruction in two weeks and simultaneously support their teacher candidates' mental health needs and pedagogy. The EPP provided support and guidance to their undergraduate and Master of Arts in Teaching (MAT) teacher candidates on how to deliver instruction via online tools in order to meet the emotional and academic needs of their P-12 students with disabilities. In addition, the EPP had to also provide encouragement to teacher candidates who were thrust in an unfamiliar teaching setting during an unsettled time in world history. The goal of this presentation is to highlight tactics used by the EPP to maintain program integrity when forced to move to virtual models of instruction and how they implemented mental health status checks on their teacher candidates in order to help build psychological resiliency. Participants will learn how the EPP helped teacher candidates manage their P-12 students in a positive manner so that they could reach their goal of successfully completing the semester and graduate on time. Participants will also receive the same strategies the EPP used to help teacher candidates support P-12 students' acquisition of academic content in an online setting.

60252

Brave Virtual Classrooms: Strategies for Engaging Students to Maximize Learning

Juan Villaflor, Defense Language Institute Foreign Language Center, United States

The pandemic ushers in a new normal in language education, in which virtual classes have become the routine. Moving from physical face-to-face presence to virtual contact has greatly impacted both our teaching and learning. With the unavoidable drawbacks in virtual learning environment such as lack of personal interaction and screen fatigue, we find ourselves constantly battling with this question: how can incentivize our students and increase their engagement and participation so as to achieve and maximize the learning outcomes? This presentation intends to provide some practical answers to this question by sharing three instructional practices: virtual debate, Roles and Tasks, and digital breakout games. It will demonstrate how they are incorporated into virtual learning to gamify and expand students' content learning while at the same time facilitating their problem-solving and critical thinking abilities. Participants will learn practical ways to optimize student engagement with the purpose of maximizing student learning, and gain insights to apply them in their own virtual classes.

60527

Teaching Practices of Secondary School Mathematics Teachers for Developing the 21st Century Skills and Its Relationship to the Academic Achievement

Anjo Abaratigue, Polytechnic University of the Philippines, Philippines
Bernadeth G. Nobles, Polytechnic University of the Philippines, Philippines

With the advent of the new century, educators and learners have finally understood and manifested that reasoning is required to promote transfer because it gives access to all domains. Needless to say, the skills opted by the 21st century embark on a question of efficiency and their application to classroom instruction. This study aimed to determine the teaching practices of the secondary school Mathematics teachers for the development of 21st-century skills and their relationship on the students' academic achievement. This utilized descriptive research and applied Pearson correlation. In this study also, the researcher utilized the modified Cochran method in determining the total samples needed. A total of 79 samples were taken using a stratified random sampling technique. After the data was examined, it was found out that most of the Mathematics teachers focused their teaching practices on developing the critical thinking and digital literacy of the students. Moreover, Mathematics teachers occasionally developed the local and global connections skills as well as creativity and innovation skills of the learners. However, it was revealed that only creativity and innovation skills have significantly influenced the students' academic achievement. Thus, the researcher recommends applying a holistic approach to different teaching practices for developing 21st-century skills of the learners to have even possibility of enhancing these skills. It is recommended to align the 21st-century framework with the learning outcomes and assessment to make academic achievement more meaningful for the learners. Also, the researcher suggests increasing the application of developing creativity and innovation.

ECE2021 Virtual Presentations (Pre-Recorded)

Teaching Experiences, Pedagogy, Practice & Praxis

60550

Teenpods: Production of Educational Videos as First Step in a Transmedia Educational Project About Positive Youth Development

Laura Fernández-Rodrigo, University of Lleida, Spain
Arnau Erta Majó, University of Lleida, Spain
Eduard Vaquero Tió, University of Lleida, Spain

Teenpods is the name of a Transmedia-Educational-Project (TEP) performed by the Chair Education and adolescence from University of Lleida. This project aims to promote the Positive-Young-Development (PYD) approach on educational contexts. It has 11 pods about different topics linked with adolescence. Each Teenpod is set to include several transmedia objects addressed to education practitioners. The first step in each pod design was elaborating an educational video about the selected topic. This communication aims to describe this experience: the elaboration process of Teenpods and the reflection on the followed principles for the design of educational videos as a part of a TEP. Methodologically, transmedia objects have been produced following a Design-Based-Research (DBR), characterized by iterative cycles of analysis, design, development and refinement via tight collaboration among researchers, practitioners and audio-visual producers. Results show that video transmedia objects design process is linked with principles of TEP production: choosing scientific content about educational topics, adapting content to a synthesized and dynamic discourse, taking care of the graphic design and multimedia content, and planning the launching of the final product on the Internet. This study contributes to fill the gap in the literature about TEP to train professionals. It offers guidelines to promote the self-learning processes through transmedia open resources for educational practitioners on the field of Educational Technology. Additionally, it presents an example to promote PYD through video educational objects. Finally, future research is needed to deeply analyse the impact of these resources on the Internet.

60570

A Philosophical and Epistemological Foundation for Social Justice Pedagogy via the Work of Hannah Arendt, Emmanuel Levinas, and Pierre Bourdieu

Patrick Sawyer, University of North Carolina at Greensboro, United States

Social justice pedagogy has become a fixture in higher education. More and more disciplines in the academy are incorporating the ideas and claims of social justice into their pedagogical practices. While social justice discourse has become an assumed and prevalent feature of the modern college classroom, little work has been done to ground the claims of social justice pedagogy and provide a philosophical and epistemological foundation for its employment. This article takes up that challenge. First, it gives a clear and robust definition of social justice pedagogy. Second, it offers a philosophical and epistemological foundation for its usage via the work of Hannah Arendt, Emmanuel Levinas, and Pierre Bourdieu. Specifically, this article highlights in reference to social justice pedagogy, Arendt's articulation of the concept of 'judgement', Levinas' notion of 'responsibility for the other', and several of Bourdieu's ideas associated with his definition and explication of 'cultural capital'. Finally, this article offers several ways instructors can employ a grounded social justice pedagogy in their classrooms.

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ECLL2021 Virtual Presentations (Pre-Recorded)

Applied Linguistics Research

60449

Critical Phonological Literacy: Phonology Instruction Within a Critical Perspective

Adriana Tibana, Federal University of Alagoas, Brazil

This case study was carried out at the Federal University of Alagoas in Brazil involving 20 undergraduate students of the English Language Course. It investigated the transformative potential of English Phonology teaching when devised within the perspective of Critical Literacy. In its ontological dimension it tried to account for the way these students perceive the changes in meaning-making generated by phonological processes in speech; in its epistemological dimension to perceive how they established relations with this knowledge; and in its methodological dimension to act as a transforming element of teaching practice, using these processes as a means of understanding oral language, envisaging more critical views regarding the teaching of the phonology of English as an additional language. It is situated within Critical Applied Linguistics (Pennycook,2010), it attempts to open a dialogue between Intonational Phonology (Ladd, 2008), prosody (Wennerstrom, 2011), negotiation of meanings (Canagarajah, 2013) and meaning-making (Lemke, 2012, Kress; Van Leeuwen, 2006); taking into account the ideas of heterogeneity, Critical Literacy (Janks, 2017), (Kalantzis and Cope, 2016), the studies on criticism (Menezes de Souza, 2011), among others. The results envisaged innumerous possibilities: reframing the participants' teaching of Phonology within a critical stand; the native speaker epistemic break; cross-border dialogues of Phonology with the Social Sciences, Psychology, Philosophy, Sociolinguistics, for instance. The data shows that Critical Phonological Literacy engenders a better understanding of the processes that interfere with the construction of meanings in the oral language and promote reflections on the implications of these meaning-makings in maintaining or not social inequalities.

60484

The Consequences of Chaos/Complexity Theory in Adults Learning Maltese as a Second Language

Jacqueline Zammit, University of Malta, Malta

Despite extensive research in second language acquisition (SLA), we are still a long way from understanding what exactly happens in the mind of an adult learner when learning a second language (L2). This study explores whether a learning pattern could be established over time in adult learners learning Maltese as a second language (ML2), especially Maltese verbs. This research is driven by chaos/complexity theory (C/CT), which originated in the physical sciences and mathematics and has been widely applied in human sciences. It focuses on the non-linear learning curve, the origins of the butterfly effect, and fractal patterns of learning. It describes how learning is unpredictable, chaotic, dynamic and complex. Furthermore, this research integrates cognitive and sociocultural aspects of SLA. A longitudinal research system, and also a mixed-method approach focused on methodological triangulation, were used. Thirty-five adult learners attending three Lifelong Learning institutions to study ML2 took part in this research. Structured Timed Grammaticality Judgment Tests (TGJTs), verb conjugation tasks, reflected journals and interviews were used to investigate the learners' learning curve over a period of 15 months. According to the results, all participants indicated a non-linear learning pattern. The main learning pattern shows increased learning (vertical axis) over time (horizontal axis).

60548

Transmission of Distress and Urgency Calls – Aeronautical English in Use

Anna Borowska, University of Warsaw, Poland

With ongoing challenges to the accuracy of aeronautical communications, distress and urgency calls need to be brought into sharper focus. They are the only possible ways pilots can obtain assistance in non-routine emergency situations. Radiotelephony communication is not an after-the-fact activity: "You need to know what you're going to say before an event occurs" (Tavlin, 2019). Otherwise a minor event can be turned into a major disaster. Since research on aeronautical discourse is a relatively new research area, we face a significant gap here. The presentation aims to explore the current status of distress and urgency calls and check whether their recommended structure works well in an emergency context. In order to understand these types of messages, it is mandatory to be familiarised not only with the aeronautical context, but especially with the mechanism of radiotelephony communication as well as the linguistic code supported by plain English. Moreover, the emphasis should be particularly on saying the correct message at the proper time, so that no one involved is confused. The radiotelephony language variety has also to be learned by operational personnel being native speakers of English because its specific coded nature impedes comprehension by general users of aviation community. The debate about whether the use of distress and urgency calls by native speakers of English and non-native speakers is similar to or different will follow.

60647

Investigating the Impact of Acquiring Collocation and Lexical Bundles on Improving Language Proficiency of First Year College Students

Sally Kondos, American University in Dubai, United Arab Emirates

This presentation introduces the outcome of a study that investigated the impact of teaching collocation & lexical bundles on increasing the vocabulary size of EFL learners. The presenter will give a detailed account of the research methodology, theoretical framework, and the research methods that were implemented in the study. Many studies investigated the relationship between competence in vocabulary and L2 writing. Although studies indicate the importance of lexical knowledge in L2 writing, there is not enough research to confirm the correlation between specific vocabulary size and the quality of writing (Miralpiex & Muncoz, 2018). Additionally, there is a lack of research investigating the effect of teaching collocation & lexical bundles on enhancing Arabic-speaking students' language proficiency in the United Arab Emirates or the Middle East. The current study implemented collocation due to its vital role in producing more advanced sentence structure, yet it is challenging to master for L2 language learners correctly. Collocation is perceived as a continuum that is governed by some degree of restrictions. For lexical bundles refer to high-frequency combinations of words that frequently occur next to each other, whether in spoken or written text. Lexical bundles are incomplete grammatical structures, commonly formed by combining two noun phrases or a verb and noun phrase or more phrases or clauses. On the other hand, you are responsible for (Durrant, 2017). The presenter will share the results of the study with the audience along with the answers to the research questions.

ECLL2021 Virtual Presentations (Pre-Recorded)

Approaches

59908

Design for Learning: Management Challenges

Maureen Andrade, Utah Valley University, United States

Employers consistently indicate that university graduates need to demonstrate the ability "to apply knowledge and skills in real-world settings" (AAC&U, n. d.). As such, instructors should design experiences that encourage application of learning rather than the more traditional approach of readings, lectures, and tests. One such learning experience is the use of management challenges, or mini case studies, that require students to work in teams and apply concepts to resolve real-life issues. These management challenges, created for use in an introduction to organizational behavior course, are based on a fictional company but reflect actual incidents. Students act as managers in the company, and for each course topic, are presented with a challenge. They learn more about the company, its CEO, and its employees as they encounter different scenarios throughout the course. They work with other managers (their class teams) to apply the concepts they are learning to effectively resolve the challenges. In addition to application of learning, the challenges encourage the development of teamwork, written and oral communication, critical thinking, and problem-solving skills, as well as the ability to work with diverse others, all deemed highly valuable by employers (Hart Research Associates, 2015) and all critical to resilience. The teamwork structure also provides students with the opportunity to improve communication, resolve conflict, understand personality differences, support and motivate each other, and lead. The presenter will explain the rationale for the management challenges, offer ideas for designing the assignment, provide examples, and report on learning outcomes.

60101

A Judgement-free Zone to Maximize Target Language Production

Ya-Chiu Hsieh, Defense Language Institute, United States
Lin Tsai, Defense Language Institute, United States
Yue Meng, Defense Language Institute, United States

The facilitation of a speaking session involves meticulous planning and educational psychology. It has to be effective, and more importantly, motivating and autonomy-supportive. The presenters took an unconventional approach at the Defense Language Institute and used Speaking Clubs as the ultimate hands-on learning in language classrooms. The public speaking club is student-initiated and teacher-facilitated and integrated the three Modes of Communication in a judgement-free zone where students can freely deliver organized speeches (presentational), discuss topics of their choices impromptu (interpersonal) and share insights on current events (interpretive). The language specific Speaking Clubs maximize language production, build learner confidence and critical thinking skills and encourage students to take a leap of faith. To demonstrate what sets the Speaking Clubs apart from typical speaking classes where students practice certain vocabularies and grammar and receive feedback from teachers, pre-, during- and post- club meeting activities will be provided to illustrate the flexibility in incorporating Speaking Clubs in lower intermediate to advanced level classrooms. The presenters then collected and analyze quantitative and qualitative data as supporting evidence in the research paper in discussion of the effectiveness of the approach.

60482

Developing Descriptive Writing Ability by an Online Video Project

Yi-Chien Wang, Chihlee University of Technology, Taiwan
Toshiyuki Yamamoto, Kansai University, Japan

Writing in English as a foreign language (EFL) is often regarded as an unpleasant experience by students due to the complicated mental processes, the contrasts of language features and culture between native language and English, etc. (Brown & Lee, 2015; Harklau, 2002). Not only students but also teachers are struggling in finding an effective way to teach writing. To overcome such problems in English writing courses, task-based language teaching (TBLT) can be adopted as a useful learning and teaching approach where students practice the language in an authentic task with sufficient guidance and teachers have an alternative way of involving their students in learning (Ellis, 2003). This study, accordingly, was about a task-based project of making online videos to explore the effects on university students' development of English descriptive writing ability. An experiment was conducted in northern Taiwan. The participants in small groups were engaged to transform their descriptive writing assignments introducing tourist attractions to videos and exchange them online with virtual peers at a university in Osaka, Japan. Both quantitative and qualitative data of the experiment were collected and analyzed. The results showed that TBLT was effective for developing the participants' descriptive writing ability. In addition to writing achievement, the participants' learning interest was increased by the task in which they enjoyed learning more about the local attractions. The improvement of the participants' speaking ability was also mentioned in their reflections. Implications of this study for TBLT in English writing teaching practices are discussed.

ECLL2021 Virtual Presentations (Pre-Recorded)

Assessment

60057

How Might Learners' Experience of Assignment Feedback in a German Course at A-Level in a Sixth Form College in England

Tanja Bloss, Kingston University, United Kingdom

The aim of my doctoral research is to understand students' engagement with feedback and to investigate how students use the feedback they receive in view of their language learning. Additionally, the project aims to investigate the barriers they experience and to gain an insight into the students' unpicking and responding to feedback in order to find out how they are processing the feedback. As this does not necessarily happen in the classroom, it is of critical importance for students to be able to discuss their views on the feedback procedures. To investigate this matter, 8 to 10 alumni students will be invited to reflect on written feedback that they received during their German A level course in semi-structured interviews. Due to the current constraints, the interviews will be carried out via an online video-conferencing platform within the next two months. I will have undergone at least a preliminary analysis by the time the conference takes place. In this way, I will be able to report on initial key findings of the study and how these might influence educational practice. With the help of this study, I hope to fill a gap in existing research on language learner feedback and its processing where a student voice is often missing and therefore new ways of giving feedback to students in the language classroom can possibly be provided.

60463

Assessing Pragmatic Abilities in School Age Children

Maria Voulgaraki, Aristotle University of Thessaloniki, Greece
Stavroula Stavrakaki, Aristotle University of Thessaloniki, Greece

This study aims at developing a measure for assessing pragmatic language abilities related to Theory of Mind (ToM) in Greek, typically developing, school-age children. We developed stories, based on previous work by Sodian and Frith (1992), Baron-Cohen and colleagues (1999), and Giannakou (2008), to assess the reception of deception, faux pas and irony by school-age children. The story presentation was supported by pictures presented with video. We performed a validation study with adult Greek speakers and included the most comprehensible stories in our materials (32 stories in total). We tested 120 school-age children (64 females, Mean=10;2, SD=1.74). The results indicated high correctness scores (> 90%) for the deception and the faux pas task. Irony comprehension caused difficulties for the younger children and seemed to be significantly improved only at the age of 9. Furthermore, we performed error analysis, which showed that pragmatic errors were more frequent than semantic ones in the comprehension of these stories. Finally, we discuss these findings in the light of previous studies on the reception of deception, faux pas and irony (e.g., Baron-Cohen et al., 1999) and address the issue of age of acquisition in typically developing children.

Culture & Language

60137

Four Years of Erasmus+ Exchanges Between the Netherlands and Kazakhstan: Activities and Outcomes

Errol Ertugruloglu, Leiden University, Netherlands
Bakytgul Yermanova, Nazarbayev Intellectual Schools Pavlodar, Kazakhstan

This virtual presentation will offer an overview of the activities and educational outcomes that were reached through an exchange between Kazakh schools and Leiden University's Graduate School of Teaching (ICLON). As the result of the international workshops, conducted and organized by Dutch and Kazakhstani Content and Language Integrated Learning (CLIL) trainers, the participants (secondary school STEM teachers), acquired an international professional CLIL network for further CLIL initiatives and activities in their professional settings, practical training in specific subject CLIL and, therefore, the ability to implement CLIL at lessons and schools. Since November 2015 Kazakhstan has adopted Trilingual Education road map in schools and universities, placing Kazakhstan citizens under obligation to know three languages as Kazakh (national language), Russian (language used for communication between different nationalities as Kazakhstan is a multinational country), English (international language). Transition to teaching STEM school subjects in English has been gradually implemented from 2017. In the Netherlands, Leiden University's Graduate School of Teaching, ICLON, occupies a key position in the field of CLIL, through its pre- and in- service teacher training programs and through the educational research programs. Over the course of 4 years, both presenters have participated in various exchange programs, varying from Bolashak International Scholarship Programs to Erasmus + programs. For all institutions involved in this project, this cooperation contributed to an improved international perspective, by understanding and appreciating similarities and differences in educational development, the position of language in education and culture in respective countries.

ECLL2021 Virtual Presentations (Pre-Recorded)

Disabilities & the Language Learner

56788

The Multifaceted Relationship Between ESL, Special Education, L2 Reading Disability Potential Risk Factors and Neuroscience

Carolyn Peterson, Newton Public Schools, United States

Purpose: To analyze and integrate current research connecting neuroscience imaging, K-12 second language acquisition, special education, and risk factors for a L2 reading disability, with the goal to identify potential new educational strategies. Introduction: An extensive literature exists addressing second language acquisition, special education, and risk factors for a L2 reading disability. However, literature for each domain has primarily developed independently of the other disciplines. My Review integrates these areas, the goal being to develop enhanced understanding of their multifaceted connections. Integrative modeling potentially serves to advance educational systems, including in Massachusetts, to support English learners. Methods: The two research phases represent literature searches utilizing Lesley University's library. Phase 1 focused on second language acquisition and neuroscience. JSTOR, PubMed, Academic Search Premier, and neuroscience journals identified publications between 2009-2017. Phase 2 integrated K-12 second language acquisition, special education, risk factors for English reading disability, and neuroscience. Of the 100 articles initially identified between 2005-2018, 34 directly relevant to my research, were selected. Results: Neuroscience research into typical and atypical L2 development was supported through several studies. Archila-Suerte et al., (Brain Lang, 2015) and Meng et al., (Bilin-Lang Cogn, 2016) showed that specific brain structures were involved. L2 reading disabilities and language difference vs. learning disability were researched. The Language Minority Assessment Project, Serpa, (LDLD project, 2005), described six domains for educators' knowledge. Sullivan (Exceptional Children, 2011) concluded that English learners were disproportionately represented in special education. Educational strategies were collectively discussed by Rivera et al., (Center on Instruction, 2009) and Orosco and Klingner (J Learn Disabil-US, 2010), Conclusion: Neuroscience imaging enables viewing involved L2 brain structures. Educators can utilize the research to understand English reading disability risk factors in English learners and the L2 process. This research could lead to enhanced support in meeting English learners' needs in the future.

Educational Technologies

59985

Blended Learning Between Success and Catastrophe in Third World Countries: IKR as a Case

Shokhan Anwar Hassan Al-Jaf, University of Raparin, Iraq
Mezin Hesen, University of Raparin, Iraq

Despite of destructive impacts on Health and economy, COVID19 brought humanitarian disaster, especially for education and learning. Social distancing gave prospects to find an alternative method for students to get connected to their academic modules and educational procedures. Educational technology and e-learning are fundamental system to progress controlling over time, place and pace. Blended learning (BL) is one of the most up to date technique which has been consuming in Iraqi Kurdistan Region (IKR) since the spread of the virus, to mention that, this method has not been applied or practiced before. University of Raparin (UoR) and University of Garmian (UoG) are sticking to the same plan (BL) to keep lecturing during pandemic stretch. This paper focuses on the quality and quantity of learning in such poorly organised environment. The method of the research is experimental study. Questions have been given to students of UoR and UoG/ English departments. The data has been collected and illustrated in charts. The final figures assert that online educational materials cannot accomplish the process of BL. Also it is not a satisfactory method for those that have never been trained or prepared for such a plan which generalised by the Ministry of Higher Education (MHE).

60375

Imitation and Self-imitation Practice on L2 Pronunciation Progress

Ewa Kusz, University of Rzeszów, Poland

The major aim of the current study is to investigate the outcomes of computer-assisted L2 pronunciation training to verify if there is a positive correlation between self-imitation practice and L2 pronunciation improvement in the process of second language acquisition. 35 Polish students of Applied Linguistics (at English level B2+) divided into two groups did imitation and self-imitation exercises in order to improve their L2 pronunciation skills. First, their pre-training performances were recorded. Subsequently, the first group received a model version of a recorded text pronounced by an English native speaker and were asked to practice it by repeating the recording. For the second group, the students' recordings were first matched to the native speaker's (model) voice by means of Praat. In order to clone the prosody of the 'golden speaker's' voice ProZed plugin was implemented. The group was then asked to listen to their own, yet modified recordings and repeat them as frequently as the previous research group. The impact of both types of tasks was then evaluated by comparing both pre- and post-training utterances with the use of appropriate statistical tools. Four acoustic parameters were considered, namely pitch (F0 contour), articulation rate, speech rate, and average syllable duration. The results of research have revealed that there is a significant correlation between L2 pronunciation improvement and self-imitation training. The findings help to clarify the role of pronunciation in the communication process.

ECLL2021 Virtual Presentations (Pre-Recorded)

Educational Technologies

60418

Serious Game Design and Integration in English Phonology and Pronunciation Teaching

Mahdi Amazouz, University of Paris, France
Franck Zumstein, University of Paris, France

Interest in using games to impart knowledge has grown tremendously over the past few years. Following a pedagogical shift toward a learner-centered approach, serious games offer new perspectives in Second Language Acquisition (SLA) (Reinhardt et al, 2020; Bogost, 2007). This study investigates the design process and use of a digital game for L2 phonology at the University of Paris. Different courses include the study of syllables and stress patterns, reading rules, intonation, specific courses in articulatory and acoustic phonetics, and phonology. The acquisition of the International Phonetic Alphabet (IPA) is the first and necessary step as pointed out by Mompean (2015). However, after six semesters (72 weeks) of theoretical and practical courses, students' evaluations show recurrent mistakes in their phonemic transcriptions and their pronunciations. When it comes to learning English pronunciation, IPA transcription is one of the only accessible and quantifiable forms of the acquisition of the pronunciation so that it is necessary to analyze the content of the transcriptions (Tyne et al., 2014). Marquillo-Larruy (2003: 49) explains that in the field of cognitive psychology, an error, like an iceberg, exhibits mental processes to which one does not have direct access. Following Lintunen's work (2004), we compiled and analyzed a corpus of phonemic transcriptions written by students to determine a typology of errors and define their specific needs. The analysis of pretest and posttest transcriptions aims to discuss French learners' difficulties when learning the pronunciation of English and determine the extent to which serious games can improve the learning process.

Plurilingualism-Bilingualism

60517

Family Language Policy and Immigrant Chinese Children's Bilingual Development in New Zealand Context

Long Li, Manukau Institute of Technology, New Zealand

The concept of Family Language Policy (FLP) and the studies on how immigrant families transmit their heritage language to the next generation had already drawn interest from researchers worldwide (Schwartz, 2010). Spolsky (2012) argues that language policy in the family domain should be further studied for a better understanding of the establishment and the sustainability of a speech community. Data was collected through two rounds of interviews, and the qualitative data was themed and key findings identified. The findings suggested that Chinese immigrant family's FLP is focused on their heritage language maintenance based on strong practice in domain separation. The linguistic environment in their home settings were unveiled, which included their language ideology and beliefs towards both languages, the language input and exposure in home settings, the verbal interaction patterns between the parents and the children functioning as language management, as well as the parents' effort in cultivating the children's developing bicultural identity by providing culture-related life objects. Parents' perspectives on supporting children's bilingual development in educational settings are also explored and discussed. All these language practice and use were explored and reflected in their FLP. By recognising the misalignment between the immigrant families' learning needs and the institutional discourses, the study of Chinese immigrant children's FLP shed light on the understanding of inclusive teaching for learners from any bilingual backgrounds including Māori and Pasifika learners, as well as the many bilingual immigrant learners from various cultural backgrounds.

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ECLL2021 Virtual Presentations (Pre-Recorded)

Psychology of the Learner

60024

An Exploration of English Language Learners' Emotions and Beliefs: Insights From Self-reported Experiences and Observed Classroom Practices

Irati Diert-Boté, Universitat de Lleida, Spain

Due to the 'emotional turn' (Pavlenko, 2013) in the field of Second Language Acquisition (SLA) – and particularly thanks to the advent of Positive Psychology – closer attention has been devoted to the role that emotions and related processes such as (self-)beliefs play in foreign/second language learning. This presentation is based on my doctoral dissertation, which aims to explore the English language learning beliefs and emotions students display and have constructed in relation to (i) the teaching methodology and the type of tasks (particularly oral tasks), and (ii) the role of the teacher and student-teacher relationships. A qualitative approach has been adopted in four independent yet intertwined studies in which both observational (classroom audio/video-recordings) and non-observational (interviews, focus groups and open-ended items) data have been analyzed. Findings indicate that many students have constructed insecure self-concepts with interrelated dysfunctional (self-)beliefs and negative emotional experiences – especially regarding speaking tasks – largely due to a tradition of grammar-based approaches and scarce oral production. The analysis shows that change towards more positive mindsets is possible but the adaptation process involves difficult periods of transition for those students who appear to feel more insecure with their language abilities. During this process, the role of the teacher has been proven to be crucial in fostering positivity in class by promoting positive teacher-student contact and by creating a safe environment in which students respect and work collaboratively in order to overcome English speaking inhibition.

60609

A Comparative Study of Motivations in the Learning of East Asian Languages

Hong Li, Emory University, United States
Mizuki Mazzotta, Emory University, United States
Sorin Huh, Emory University, United States

Understanding learner motivations for studying a foreign language has long been recognized as an important factor in providing effective language instruction. In recent years, foreign language education has been devalued in higher education in the U.S., resulting in the removal of foreign language requirements or reduction of course offerings. In this context, understanding learner motivations for studying a foreign language is of great importance in building sustainable language programs. In December 2019, we conducted a survey involving 397 students at a private University in the U.S. to compare and contrast the needs, interests, attitudes, and opinions of the students of Chinese, Japanese, and Korean. Our research questions are as follows.
1. What are students' (primary) reasons for enrolling in 100 level courses?
2. What are students' (primary) reasons for continuing to study the language beyond 100 level courses?
3. What are students' (primary) reasons for not continuing to study the language?
The results reveal that the primary motivation for taking 100 level courses is degree requirements and/or General education requirements. However, the desire to become fluent in the target language becomes the primary reason for continuing learning the language. Our paper highlights the role undergraduate foreign language requirements and degree requirements play in students' decisions to start learning East Asian languages. It also compares and contrasts their primary reasons for continuing learning and becoming fluent in East Asian languages. Finally, the paper discusses the pedagogical implications of the study and offers specific suggestions for teaching Chinese, Japanese, and Korean.

Translation & Interpretation

60062

TRADILEX: Applying an Action-oriented Approach (AoA) to Audiovisual Translation in Modern Foreign Languages

Alejandro Bolanos-Garcia-Escribano, University College London, United Kingdom
Marga Navarrete, University College London, United Kingdom

Media in the learning and teaching of modern foreign languages (MFL) have been employed for decades to present examples of oral communication in realistic situations. Research and practice involving visual literacy and digital communication that focus on the active engagement of learners through action-oriented tasks are significantly more recent. The acquisition of language skills by means of (active) audiovisual translation (AVT) tasks often involve the captioning and/or revoicing of video clips by learners. The manifest scholarly attention to AVT in MFL has been particularly pivotal in the last few decades (Incalcaterra McLoughlin, Lertola and Talaván 2020). This paper introduces the action-oriented foundations of TRADILEX (Audiovisual Translation as a Didactic Resource in Foreign Language Education), a project funded by the Spanish Ministry of Science and Innovation which involves researchers from twelve universities across Europe and the UK. TRADILEX sets out to gather data on the improvement in the linguistic skills perceived through the use of captioning (i.e. interlingual and intralingual subtitling) and revoicing (i.e. dubbing, voice-over and audio description). In order to enhance learners' communicative competence, as well as reception, production and mediation skills in an integrated manner, a methodological proposal for a didactic sequence of AVT tasks has been developed. This methodological proposal will be piloted with B1 and B2 adult learners of English as a foreign language utilising – and adapting – the recent illustrative descriptors (Council of Europe 2018) for AVT instruction. This project ultimately advocates a wider integration of AVT in MFL whilst promoting technology and media.

Notes

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ECE2021 Virtual Presentations (Poster)

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

60564

A Model of Emotional Support and Crisis Awareness to Enhance Self-Directed Emotion Regulation of Students with Autism Spectrum Disorder

Yu-Chi Chou, Chung Yuan Christian University, Taiwan

The purpose of this intervention research study was to develop and evaluate an instructional model (ESCAPE curriculum) of emotional support and behavioral awareness in hopes of assisting students with autism spectrum disorder (ASD) coping with stressful events and escaping from emotional disturbances following the stressful events. The instructional phases represented a problem-solving process of emotion regulation as most students with ASD undergo the cycle of tantrums (Myles, 2003) typically occurring in three stages of rumbling, rage, and recovery stage. The instructional support of self-regulated coping strategies was based on the six components of emotional profile, including resilience, outlook, self-awareness, social intuition, attention, and sensitivity to context (Davidson & Begley, 2012). A total of 66 students with ASD (mean age = 13.93 years; SD = 0.93) participated in this study with group assignments to experimental group (n= 28) of receiving the ESCAPE instruction and control group (n= 38) of no implementation of the curriculum. Data were collected from students and their teachers on participants' pretest and posttest scores on Emotion Regulation Scale, including subscales of positive outlook, emotional awareness, social support, problem-solving. For data analysis, hierarchical linear modeling (HLM) was conducted separately for the ERS scale and subscale scores. Results indicated that the group-by-time interaction was significant ($p < .01$) across all subscales and the total scores, suggesting the pattern of score changes was different between the experimental and control groups where the experimental group made a considerable gain after receiving the ESCAPE instruction.

Educational Policy, Leadership, Management & Administration

60559

Analyzing the Impact of Principal's Leadership and School Climate on Teacher's Job Satisfaction From TALIS 2018 Taiwan Survey Data: A Multilevel Analysis

Jin-Fu Wu, National Chung Hsing University, Taiwan

Taiwan has actively participated in international student achievement surveys (such as the well-known PISA, TIMSS, etc.) for the past two decades, and the results of the relevant surveys have shown that Taiwanese students have performed well in academic achievement. The Teaching and Learning International Survey (TALIS) is an international survey asking school leaders and teachers about their working conditions and learning environments. In the past few years, Taiwan has participated in the survey for the first time. So far, there is a lack of empirical research results in Taiwan. In order to understand the relationship among principal's leadership, school climate and teacher's job satisfaction, this study uses Taiwan's data (ISCED level 2: lower secondary education) from TALIS 2018 to test multilevel direct-effects model. After adopting the statistical method of the multilevel structural equation modeling (MSEM) for analysis, the results obtained in this research are as follows: 1. The principal's leadership cannot directly affect the teacher's job satisfaction. 2. Some aspects of school climate (such as "stakeholder involvement, partnership", "lack of special needs personnel", and “school delinquency and violence") can directly affect teachers' job satisfaction.

Educational Research, Development & Publishing

60605

The Impacts of the Anti-COVID Measures Introduced in the Czech Republic and Spain in the Context of Preschool Education

Gabriela Vrbová, Palacký University Olomouc, Czech Republic
Alžběta Vaňková, Palacký University Olomouc, Czech Republic
Alena Vavrdová, Palacký University Olomouc, Czech Republic

The text presents a part of a broader research study carried out at the Faculty of Education, Palacký University Olomouc in cooperation with foreign partners. Its aim is to analyse and compare the impacts of the measures against the spread of COVID-19 on preschool education in selected European countries. This paper focuses on an initial comparative study involving the Czech Republic and Spain in order to analyse and compare how the anti-epidemic measures affect preschool education in the context of regional and social peculiarities in both countries. The research method is a qualitative text content analysis followed by open coding, formulation of analytical categories and their comparison according to the principles of comparative pedagogy. The data sources will be international and national documents relating to the research problem. Available data suggest that the impact of the anti-epidemic measures on preschool education differs both in the context of geographical locations and social differences. The benefit of this study is the body of data on addressing the impacts of the pandemic on preschool education in the Czech Republic and Spain including their comparison. Another benefit is a set of recommendations for the training of future teachers during the pandemic.

ECE2021 Virtual Presentations (Poster)

Higher Education

60447

Effects of Capstone Design Achievement on Employment: A Case of Industrial & Management Engineering

Moon-Soo Kim, Hankuk University of Foreign Studies, South Korea
Younghwan Jeong, Hankuk University of Foreign Studies, South Korea
Gawon Gwak, Hankuk University of Foreign Studies, South Korea

This study is to analyze the performance of the Capstone Design course and the impact of multiple factors on the learner's job hunting activities and initial job satisfaction. Among the factors influencing employment, capstone design achievement, gender, GPA, Capstone design project passing, age, major-related employment, multidisciplinary course, other knowledge, internship experience, language scores, etc. have been considered. For this study, we conducted an individual questionnaire survey and collected data from 116 graduates who took the Capstone Design Course at the Department of Industrial Management Engineering, Hankuk University of Foreign Studies in Korea. The collected data were analyzed through multiple regression analysis, and a causal analysis was conducted by adopting the factors that affect the satisfaction of graduates at the time of first employment as a dependent variable. Several factors such as major-related employment, capstone design achievement, and internship experience have a positive effect on employment, while only the gender factor has a negative effect, and the other factors are not statistically significant. The results are expected to provide positive guidance for the operation of Capstone Design course that are more effective in future employment activities.

60452

The Pre-service Teachers' Perception About Coexistence in Their Centre

Alejandra Alexia Díaz Pino, Complutense University, Spain
Lourdes Pérez Gonzalez, Complutense University, Spain
María del Rosaio González Córcoles, Complutense University, Spain

Coexisting in school from a positive perspective, implies having teachers ready and willing to interact with each other following this approach. However, this determination could be limited due to their perception of concepts that are highly relevant to coexistence such as conflict, so it seems necessary to know the pre-service teachers ideas about it. Thus, this research, through a descriptive study, aims to identify the perception of 63 students of the degree in Primary Education of Madrid about coexistence. The same as previous studies within The Help Project results show that although most frequent conflicts in school are those that involve psychological violence, the students have a remarkable difficulty to recognize as a violent situation the one that does not involve physical harm. Students perceive as well "conflict" as something negative to avoid and they highlighting the relevance of dialogue and teachers' intervention to solve it. Also, the students emphasize the importance of the involvement of the student and, especially, of the teacher as a mediator of conflicts, as well as highlighting the importance of cooperative group work, explicit training on coexistence and the importance of rules in the development of a good coexistence. Consequently, it seems necessary to develop training programs that allow students to think about their own ideas of conflict and its potential influence on coexistence.

60598

Professor Knowledge, Perceptions, and Practices in Providing Special Education Services for College Students With Disabilities in Taiwan

Pen-Chiang Chao, Chung Yuan Christian University, Taiwan

The purpose of this study was to examine university professors' knowledge and attitudes toward special education notion and their practices in providing special education services for students with disabilities. A total of 580 professors will be recruited from public and private universities in Taiwan using the stratified random sampling method. Participants will be divided into two cohorts including the pilot test sample (N = 200) and the research sample (N=380). The former will be used for testing the reliability and validity of the perception and practice scales developed in this study, whereas the research sample will be used for examining university professors' competency and practices in providing special education services. The data collection is still ongoing and will be completed in June 2021. Data collected will be analyzed using varied methods including descriptive statistics, t tests, correlation analyses, analyses of variance (ANOVAs), regression analyses, internal consistency analyses, item analyses, and factor analyses. Findings of the study are expected to enable us to better understand university professors' understanding of special education concepts and their practices in providing special education services for students with disabilities. Furthermore, it is expected that the results can also be a valuable reference for university professors to promote personal knowledge, beliefs, and practices in providing special education services for students with disabilities.

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ECE2021 Virtual Presentations (Poster)

Professional Training, Development & Concerns in Education

60502

An Investigation of Preservice Teachers' Technology Acceptance and Use Intention Between the U.S. and Taiwan

Jui-Ling Chiang, National Chengchi University, Taiwan
Todd Reeves, Northern Illinois University, United States
Yu-Chu Yeh, National ChengChi University, Taiwan

This study investigates the differences in preservice teachers' technology use intentions for their career development, including differentiated influence factors and preservice teachers' perception of technology. A total of 117 preservice teachers from Taiwan and 121 from the U.S. participated in this study. The six constructs of the preservice teachers' technology acceptance inventory (PST-TAI), namely performance expectancy (PE), effort expectancy (EE), social influence (SI), facilitating condition (FC), habit (HB), and technology use behavior intention (BI), were developed based on the factors Unified Theory of Acceptance and Use of Technology Concept Model II. The test items were developed from related experimental findings and expert test items. MANOVAs were used to discerning the differences between the two countries. Stepwise regression was conducted to examine the relationship between the influential constructs (PE, EE, SI, FC, and HB) and technology use intentions (BI). MANOVA results indicated significant location effects on PE, EE, FC, and BI with a small to medium effect size (η2 = .022, .020, .036 .073), respectively. The U.S. preservice teachers outperformed in all the three constructs (ps<.05). The regression results indicated that habit was the strongest predictor of BI on technology use among preservice teachers in Taiwan, followed by performance expectancy and social influence. In contrast, social influence was the strongest predictor of behavior intention on technology use among preservice teachers in the U.S., followed by facilitating conditions, habit, and performance expectancy. Effort expectance was not able to predict technology use intention in both countries.

60503

Preservice Teachers' Resilience, Stress, and Technology Efficacy Under the COVID-19 Influences: A Case Study in Taiwan

Jui-Ling Chiang, National Chengchi University, Taiwan
Yu-Chu Yeh, National ChengChi University, Taiwan

The change of educational method from face-to-face to online learning during the COVID-19 period indicated that teachers in the post-COVID-19 era would equip the ability to design and deliver traditional static materials and interactive online instructions. This study aims to develop inventories to measure preservice teachers' resilience, stress, and efficacy in technology and examine the relationship between these personal traits through path analysis. A total of 113 preservice teachers participated in this study. The employed instruments included Inventory of Resilience(IoR), Future Stress(FS), and Inventory of Technology Efficacy(ITE). The results indicated that IoR and AS all comprised one factor; ITE consisted of four factors: academic learning and communication, online searching, static instructional lecture design, and interactive instructional course design. The reliability coefficients for IoR, AS, and ITE were .843, .80, and .90, respectively. Regarding path analysis, we proposed that "academic learning and communication" and "online searching" would interact and then directly influence the interactive instructional design as well as indirectly influence interactive instructional design through static instructional lecture design, resilience, and future stress. This proposed model was a good-fit model, x2(N =113, df = 1) =.235, p =.628, RMR=.003, RMSEA =.000, GFI =.999, CFI =1.000, NFI =.999. The results indicated the preservice teachers considered interactive design more challenging than static design; they rely on online searching and communicating with peers and teachers to "bounce back." We suggest that the curriculum or in-class activities could include interactive course design and delivery practices to meet the needs.

Teaching Experiences, Pedagogy, Practice & Praxis

60397

A Blended and Interactive Online Learning Courseware for Bridging Art, Bioethics, and Medicine

Molly Pui Man Wong, The Chinese University of Hong Kong, Hong Kong

We will discuss an interactive, multifunctional e-learning Courseware that we developed, which strongly bridges the gap between art, bioethics and medicine. First, a series of animated videos introducing selected topics of bioethics and related issues will be introduced. Then, a set of problem-based practical videos ("interactive doctor-patient role play") along with discussion questions and online platforms will be showcased. These activities introduced by our Courseware enable students to engage in the learning of bioethics, reproductive technologies and medical advancement technology and enhance their creativity. Through the use of this interactive Courseware in a flipped classroom approach, we observed that students engaged more actively in classes and that students found learning bioethics more fun, interesting and entertaining. Taken together, our Courseware strengthens education in art, bioethics and medicine, significantly raises students' awareness of socio-ethical concerns from the advancement of medical technology, and provide a useful learning tool in medical teaching.

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ECLL2021 Virtual Presentations (Poster)

Applied Linguistics Research

60133

English Fluency Development in Czech Students Before and After Their Transition From Grammar School to University

Chris Williams, Masaryk University, Czech Republic

This contribution reports on the work in progress of a project aiming at recording and analysing the changes in the communicative competence, with a focus on fluency, of Czech teenagers during their final year of school to their semester at university. THough fluency has been investigated within second language studies (Sauer & Ellis, 2019), the concept has rarely been the sole focus of research attention (Peltonen, 2017). Furthermore, when fluency has been investigated, it has been as a monologue - that is, not as part of an interaction between two or more speakers (Tavakoli, 2019). The study will collect speech samples from thirty participants from two Czech grammar schools. Data will be collected in three sessions over the year, in the spring, summer, and autumn of 2021. The participants will be recorded as they complete three different activities: a two-minute interview, a three-minute story re-telling, and a five-minute discussion activity with another participant. The audio samples will be transcribed and annotated, then analysed for fluency for temporal features (speed, rate, breakdown, and repair) and interactive features (meaning negotiation and circumlocution). Following Peltonen's (2017) example, temporal speech indicators will be quantitatively analysed, whereas interactive features will be qualitatively analysed. Using a mixed-methods approach to analyse the data will deepen our understanding of the language changes learners experience over time. This project, along with my Ph.D research, will report on the changes and developments of learner language over the study period, and how English language instruction can be altered.

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