



The IAFOR Conference
on Educational Research
& Innovation (ERI2019)

May 06–08, 2019 | VIRGINIA, USA

PROGRAMME & ABSTRACT BOOK

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

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WWW.ERI.IAFOR.ORG



LIBERAL ARTS AND HUMAN SCIENCES
SCHOOL OF EDUCATION
VIRGINIA TECH™

Held at, and with the support of, Virginia Tech, USA

LEARNING
BEYOND
BOUNDARIES

www.iafor.org/about/partners

IAFOR Global Partners



IAFOR has entered into a number of strategic partnerships with universities across the world to form the IAFOR Global Partnership Programme. These academic partnerships support and nurture IAFOR's goals of educational cooperation without borders, connecting the organisation with institutions that have an international and internationalising profile, and a commitment to interdisciplinary research.

The IAFOR Global Partnership Programme provides mutual recognition and scope for Global Partner institutions and organisations to showcase their research strengths, as well as engage in the development of projects and programmes with IAFOR.



/iaforjapan



@iafor.official



@iafor (#iafor)



www.eri.iafor.org



Conference Theme:

"Learning Beyond Boundaries"

Discovery is sparked through opportunities to examine contemporary knowledge and practices from differing perspectives, beyond well-defined areas of expertise. In educational research, the opportunity to explore current educational issues and challenges through a different lens can serve as a valuable catalyst for innovations in teaching and learning. Toward this goal, the International Academic Forum (IAFOR) is proud to partner with Virginia Tech to examine the latest research and innovations in education, with a specific focus on perspectives that cross the traditional boundaries of disciplines, geographies, contexts, and cultures to inform the next generation of teaching and learning. Leveraging IAFOR's globally-renowned offering of international, intercultural, and interdisciplinary scholarly exchanges, the "Learning Beyond Boundaries" conference organisers welcome original research and best practices related to the trends and issues in education that move beyond traditional paradigms and practices.

The IAFOR Conference on Educational Research & Innovation (ERI) is organised by IAFOR in association with Virginia Tech, the IAFOR Research Centre at Osaka University and IAFOR's Global University Partners.

Letter of Welcome



Dear Colleagues,

Welcome to Virginia Tech, one of the finest universities in the US, and to The IAFOR Conference on Educational Research & Innovation (ERI2019)!

Virginia Tech is an amazing institution with a great reputation for being at the cutting edge of interdisciplinary research and innovation, and as one of IAFOR's longest standing global partners, it is certainly a fitting venue for this inaugural conference on educational research and innovation.

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. In the past twelve months, we have engaged in many cross-sectoral projects, including those with universities (the University of Barcelona, Hofstra University, UCL, University of Belgrade and Moscow State University), think tanks (the East-West Center, and the Asia Pacific Higher Education Research Partnership), as well as projects with the United Nations in New York, and most recently with the Government of Japan through the Prime Minister's office. With the IAFOR Research Centre at the Osaka School of International Public Policy 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.

It is through conferences like these that we expand our network and partners, and I have no doubt that ERI2019 will offer a remarkable opportunity for the sharing of research and best practice, for the meeting of people and ideas. I expect the resultant professional and personal collaborations to endure for many years.

I would like to take this opportunity to thank the great line-up of invited speakers, Amy Azano (Virginia Tech), Bob Doyle (Harvard University), Steve Harmon (Georgia Tech), Rich Ingram (James Madison University), and Mark Pegrum (The University of Western Australia), many of whom doubled as Organising Committee members. Special thanks goes to the brilliant Barbara Lockee of Virginia Tech, who is not only the conference chair, but also serves as IAFOR Vice-President for our Education programmes globally. This conference is the realisation of her vision.

For those of you that are active on social media, please feel free to share your conference photos and join the conversation on Instagram and Twitter using the hashtag #IAFOR.

I encourage your full participation in what promises to be a great event.

Best regards,

A handwritten signature in cursive script, reading "Joseph Haldane", with a horizontal line underneath.

Dr Joseph Haldane
Chairman and CEO, IAFOR

Organising Committee



Amy Azano

Virginia Tech, USA



Bob Doyle

Harvard University, USA



Joseph Haldane

The International Academic Forum (IAFOR)



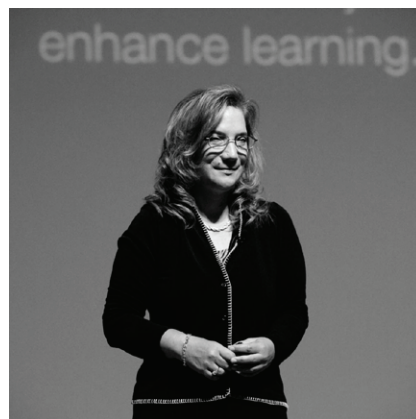
Steve Harmon

Georgia Tech, USA



Rich Ingram

James Madison University, USA



Barbara Lockee

Virginia Tech, USA

Conference Guide

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

IAFOR Academic Grant & Scholarship Recipients

IAFOR Publications



May 06, 2019

Monday at a Glance

- | | |
|-------------|---|
| 08:30-09:00 | Conference Registration & Morning Coffee Latham Foyer |
| 09:00-09:30 | Announcements & Welcome Address Latham Ballroom |
| 09:30-09:45 | Recognition of IAFOR Scholarship Winners Latham Ballroom |
| 09:45-10:30 | Keynote Presentation Latham Ballroom
<i>Context is Everything: Rethinking Evidence Beyond Boundaries</i>
Amy Azano, Virginia Tech, USA |
| 10:30-10:45 | Break Latham Foyer |
| 10:45-11:30 | Keynote Presentation Latham Ballroom
<i>Mobility, Mixed Reality, and the Crossing of Linguacultural Boundaries</i>
Mark Pegrum, The University of Western Australia, Australia |
| 11:30-11:50 | IAFOR Documentary Photography Award Latham Ballroom |
| 11:50-12:00 | Conference Photograph Latham Ballroom |
| 12:00-13:00 | Lunch Break Latham Ballroom |
| 13:00-16:15 | ICAT Creativity and Innovation |
| 16:15-17:00 | Keynote Presentation Latham Ballroom
<i>Research Beyond Boundaries: Educational Psychophysiology</i>
Rich Ingram, James Madison University, USA |
| 17:15-18:15 | Conference Welcome Reception Latham Ballroom |



May 07, 2019

Tuesday at a Glance

09:00-10:15	Parallel Session I
10:15-10:30	Break Latham Foyer
10:30-11:45	Parallel Session II
12:00-13:00	Lunch Break Latham Ballroom
13:00-13:45	Keynote Presentation Latham Ballroom <i>Anatomy of Flipped Classrooms</i> Robert G. Doyle, Harvard University, USA
13:55-14:45	Parallel Session III & Workshop Session I
14:45-15:00	Break Latham Foyer
15:00-15:50	Parallel Session IV & Workshop Session II
15:50-16:05	Break Latham Foyer
16:05-16:55	Parallel Session V
18:00-20:00	Official Conference Dinner Latham Ballroom Meet in Latham Foyer at 17:50



May 08, 2019

Wednesday at a Glance

09:45-11:00 **Parallel Session I**

11:00-11:15 **Break | Latham Foyer**

11:15-12:05 **Parallel Session II**

12:05-13:00 **Keynote Presentation & Closing Address | Latham Ballroom**
Creating the Next in Education. On the Road to the University of 2040
Steve Harmon, Georgia Tech, USA

13:00-14:00 **Lunch | Latham Ballroom**



Lunch & Dinner

A buffet lunch on Monday, Tuesday and Wednesday is included in the conference registration fee. It is available at the below times in the Latham Ballroom.

Lunch Times

Monday, May 06	12:00-13:00
Tuesday, May 07	12:00-13:00
Wednesday, May 08	13:00-14:00

Conference Dinner

The Conference Dinner is held on Tuesday, May 07 in the Latham Ballroom at Virginia Tech, and offers conference participants an excellent chance to enjoy delicious food in a relaxed setting while getting to know each other and making new connections outside the main conference environment.

Monday Session Schedule | May 06, 2019

Latham Ballroom	
08:30-9:30	Registration
09:00-10:30	Plenary Session
10:30-10:45	Coffee Break
10:45-11:30	Plenary Session
11:30-11:50	IAFOR Documentary Photography Award
11:50-12:00	Conference Photograph
12:00-13:00	Lunch Break
13:00-16:15	ICAT Creativity and Innovation
16:15-17:00	Plenary Session
17:15-18:15	Welcome Reception

Tuesday Session Schedule | May 07, 2019

	Latham Ballroom	Solitude	Smithfield	Duck Pond
09:00-09:30		Registration		
09:00-10:15	-	-	Experiential Learning	Beyond the Classroom
10:15-10:30		Coffee Break		
10:30-11:45	-	Rural Education	Technology in Teaching	International Education
12:00-13:00		Lunch Break		
13:00-13:45	Keynote Session	-	-	-
13:55-14:45	-	Enhancing Access for Underrepresented Learners	Workshop Presentation	Learner Experience Design
15:00-15:50	-	Inclusive Pedagogy	Workshop Presentation	Design & Accessibility
15:50-16:05		Coffee Break		
16:05-16:55	-	Global Perspectives & Cultural Awareness	Learner Experience Design	STEAM (Science Technology Engineering Arts & Math) Education

Wednesday Session Schedule | May 08, 2019

	Latham Ballroom	Solitude	Smithfield	Duck Pond
09:00-9:45		Registration		
09:45-11:00	-	Emerging Philosophical Perspectives on Learning & Education	Instructional Design and Learning Sciences	Workplace Learning
11:00-11:15		Coffee Break		
11:15-12:05	-	Intercultural Learning	Artificial Intelligence & Educational Neuroscience	-
12:05-13:00	Keynote Session & Closing Session	-	-	-
13:00-14:00		Lunch		

The Inn at Virginia Tech

Directions & Access

Roanoke-Blacksburg Regional Airport in Roanoke, Virginia, is served by major domestic airlines. Direct flights are offered to eight leading metropolitan cities, as well as frequent connecting service through the hubs of American Airlines, Delta, and United Airlines. Domestic and international gateways include Atlanta, Charlotte, Chicago/O'Hare, NYC/LaGuardia, Orlando/Sanford, Philadelphia, St. Petersburg/Clearwater and Washington/Dulles.

Website: www.flyroa.com

The Smart Way Bus offers regularly scheduled service between the airport and Squires Student Center in Blacksburg.

Website: <https://smartwaybus.com/>

Roanoke Airport Transportation Services operate a shuttle daily between Blacksburg and the Roanoke Regional Airport. All trips depart from: The Inn at Virginia Tech, Squires Student Center; Prices Fork Holiday Inn, Blacksburg; The Dalton Center or The Best Western, Radford; and the Roanoke Regional Airport. The rates are \$66.00 for 1 or \$33.00 each for 2 passengers or \$30.00 each 3 or more. The Shuttle service is provided with reservation only. Contact them for shuttle times.

Website: www.roanokeats.com/services.htm

Phone: (800) 288-1958 / (540) 345-7710

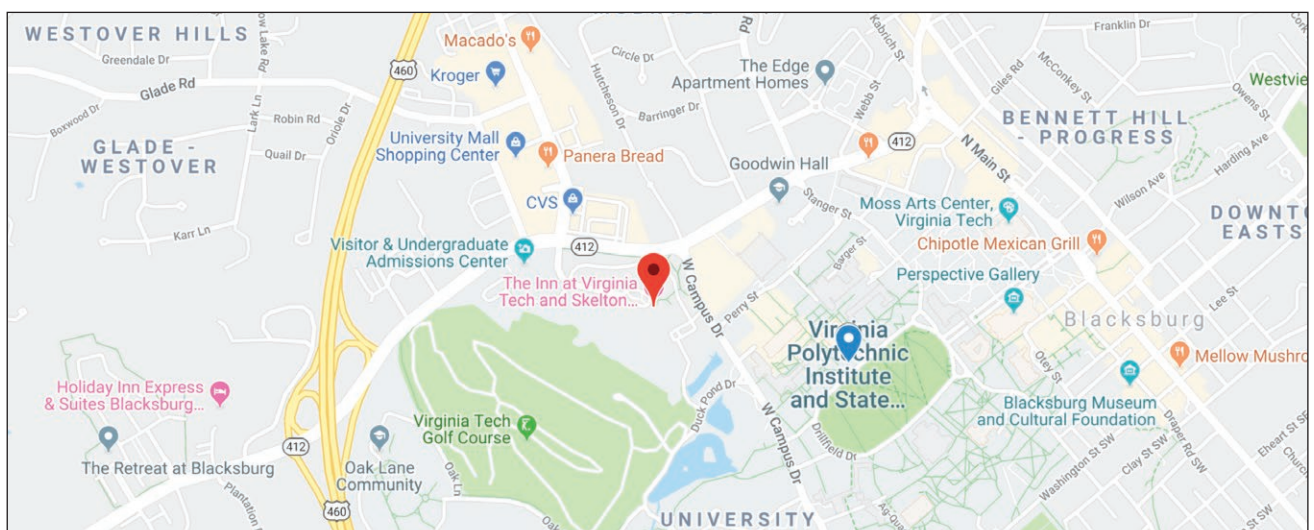
Email: roanokeats@aim.com

Please see the Virginia Tech website for full driving directions and additional options

Website: <https://vt.edu/maps/directions.html>

Address

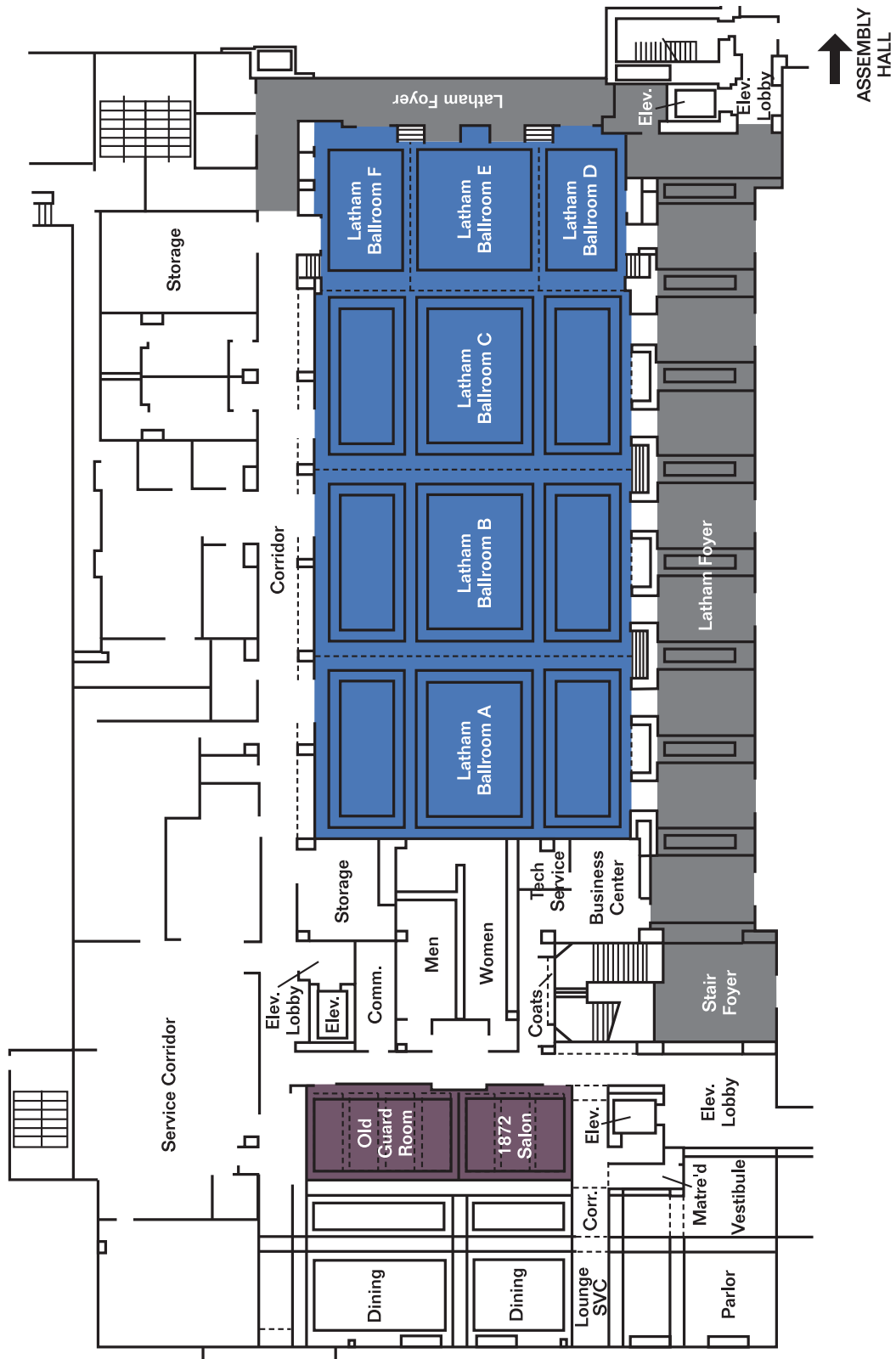
The Inn at Virginia Tech and Skelton Conference Center
901 Prices Fork Rd
Blacksburg
Virginia 24060



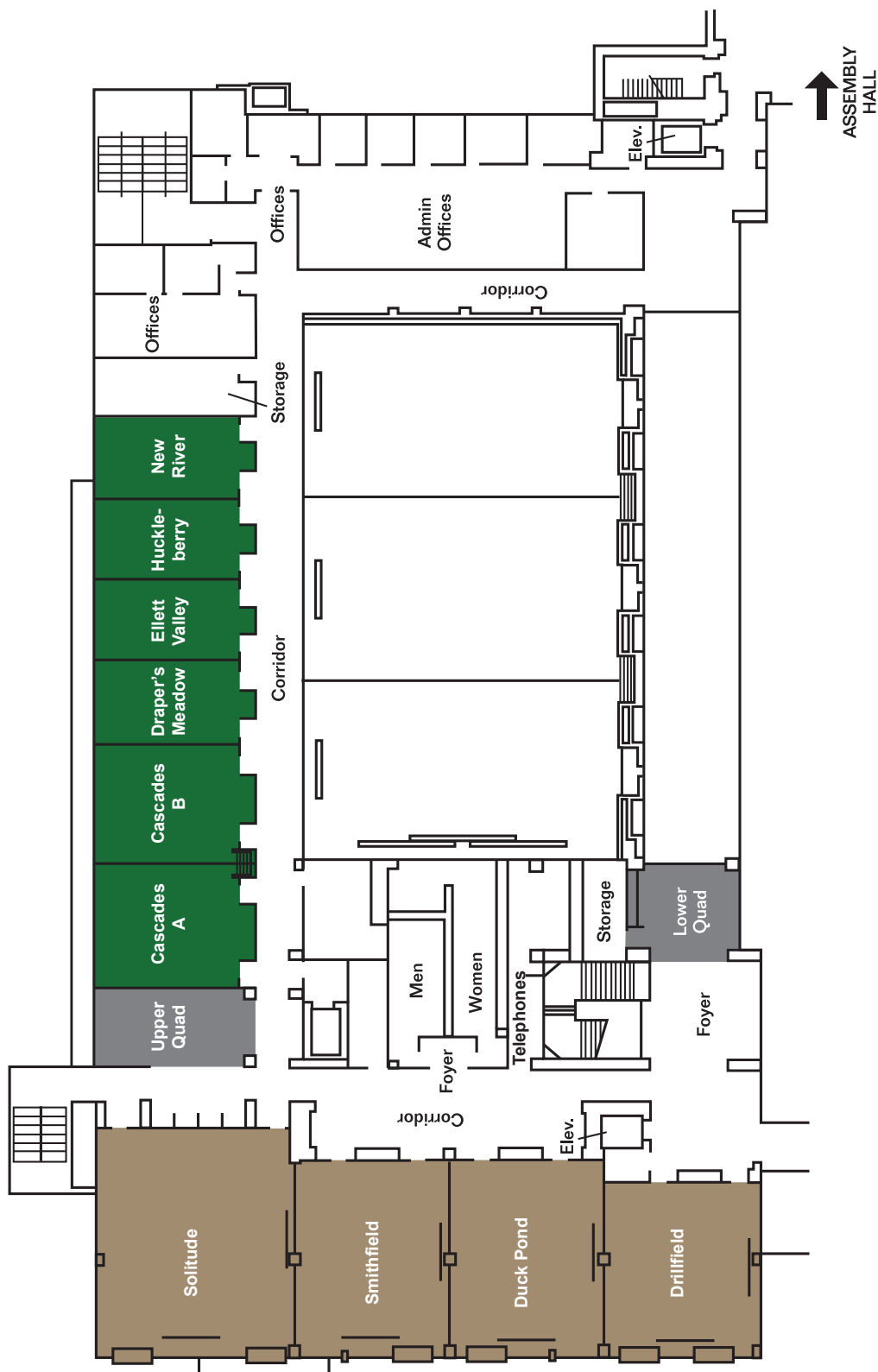
The Inn at Virginia Tech

Floor Guide

Ground Floor



First Floor





General Information

Registration

You will be able to pick up your registration pack and name card at the Conference Registration Desk. The Conference Registration Desk and Publications Desk will be situated at the following locations during the conference:

Monday, May 06	08:30-16:30	Latham Foyer
Tuesday, May 07	09:00-16:30	Latham Foyer
Wednesday, May 08	09:00-11:30	Latham Foyer

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

Name Badges

When you check in, you will receive a registration pack, which includes your name badge. Wearing your badge is required for entrance to the sessions. You must wear your badge at all times during the conference.

Internet Access

There is free Wi-Fi internet connection at the conference venue. However, this can be unreliable so we would strongly suggest that you do not rely on a live connection for your presentation.

Instructions on how to connect to the Wi-Fi will be available at the registration desk.

Refreshment Breaks

Complimentary coffee, tea and water will be available during the scheduled coffee breaks. Light snacks will be provided once in the morning and once in the afternoon.



General Information

Printing

For your convenience, we are able to offer a complimentary printing service of up to ten A4 sheets should you need this. Please ask for assistance with printing and be advised that printing may not be available at peak times.

Smoking

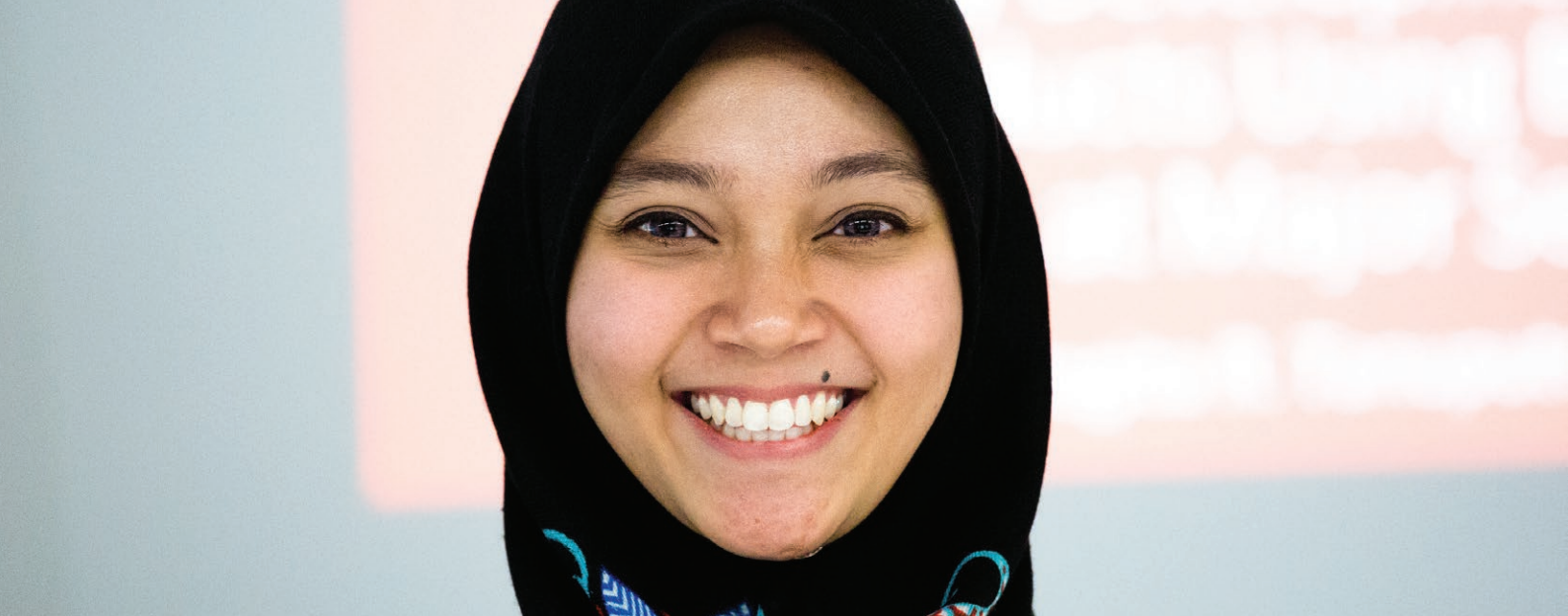
Smoking is only permitted in designated areas.

What to Wear & Bring

Attendees generally wear business casual attire. You may wish to bring a light jacket or sweater as meeting rooms are air-conditioned and sometimes cool.

Photo/Recording Waiver

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



Presentation Guide

Conference Abstracts

All conference abstracts are available online. Please visit papers.iafor.org for a searchable database of abstracts.

Oral & Workshop Presentations

Oral Presentations are normally scheduled in sessions comprising three presentations, lasting 75 minutes in total. In sessions with two Oral Presentations, the session will last 50 minutes, and in the case of four Oral Presentations, an extended session lasting 100 minutes will be scheduled.

The time in the sessions is to be divided equally between presentations. We recommend that an Oral Presentation should last 15–20 minutes to include time for question and answers, but should last no longer than 25 minutes. Any remaining session time may be used for additional discussion.

Equipment

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

Session Chairs

Session Chairs are asked to introduce themselves and other speakers (briefly) using the provided printouts of speaker bios, hand out the provided presentation certificates at the end of the session, ensure that the session begins and ends on time, and that the time is divided fairly between the presentations. Each presenter should have no more than 25 minutes in which to present his or her paper and respond to any questions. The Session Chair is asked to assume this timekeeping role, and to this end yellow and red timekeeping cards are used as a visual cue for presenters, letting them know when they have five minutes remaining, and when they must stop.

Please follow the order in the programme, and if for any reason a presenter fails to show up, please keep to the original time slots as delegates use the programme to plan their attendance.



Presentation Guide

Presentation Certificates

Presenters will receive a certificate of presentation from their Session Chair or a member of staff at the end of their session.

Conference Proceedings

The Conference Proceedings are published on the IAFOR website (papers.iafor.org), and can be freely accessed as part of IAFOR's research archive. All authors may have their full paper published in the online Conference Proceedings.

Full text submission is due by June 08, 2019 through the online system. The proceedings will be published on July 08, 2019. Authors will have PDF copies of their offprints emailed to them by August 08, 2019.

A Polite Request to All Participants

Participants are requested to arrive in a timely fashion for all presentations, whether to their own or to those of other presenters. Presenters are reminded that the time slots should be divided fairly and equally between the number of presentations, and that presentations should not overrun.

Participants should refrain from talking amongst themselves and ensure that mobile phones are switched off or set to silent mode during presentations.



Become an IAFOR Member

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

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

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

To learn more about IAFOR membership, please visit:

www.iafor.org/membership



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

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

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

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

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

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

Stuart D. B. Picken was a cherished friend and an inspiration to IAFOR and its community of supporters. In honour of Professor Picken and his dedication to academia, the ideals of intercultural understanding and the principles of interdisciplinary study, IAFOR has created the Stuart D. B. Picken Grant and Scholarship, an award supported by the Stuart D. B. Picken Memorial Fund. Awards will be 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 Adeola Adetola Ayodele, Blessing Dwumah Manu, Jessica Msofe and Catherine Lawless Frank, who have been selected by the conference Organising Committee to receive grants and scholarships to present their research at The IAFOR Conference on Educational Research & Innovation 2019 (ERI2019).

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

Adeola Ayodele | IAFOR Scholarship Recipient

Predictors of Smartphone Adoption Behaviour Among Higher Education Institutions' Lecturers in a Typical Developing Economy Context

Adeola Adetola Ayodele, Nnamdi Azikiwe University Awka, Nigeria

Anayo Dominic Nkamnebe, Nnamdi Azikiwe University Awka, Nigeria

Adeola Ayodele is currently a PhD Candidate at the Marketing department of Nnamdi Azikiwe University, Awka, Nigeria and a principal consultant with Triple-A Consulting in Nigeria (a management consulting firm). Adeola was educated at Nnamdi Azikiwe University, Awka, Nigeria and graduated with a bachelors degree in marketing and a masters degree in Marketing Management. Adeola has done research for both local and multinational companies. He is currently a reviewer for the *Journal of Food Product Marketing* (Taylor and Francis). Also, he is a visiting lecturer to The Federal Polytechnic Ado Ekiti, Nigeria. He has his works published in international journals and has presented papers in international conferences and colloquium. He is also a member of international professional and academic bodies including International African Academy of Business and Development (IAABD), International Social Marketing Association, and others.

Blessing Dwumah Manu | IAFOR Scholarship Recipient

Effects of School Management on Students' Academic Performance in Public Senior High Schools in Ashanti Region of Ghana

Blessing Dwumah Manu, Jiangsu University, China

Huaisheng Zhang, Jiangsu University, China

Mr Blessing Dwumah Manu is currently a master's student at Jiangsu University, China and a researcher and was previously a Teaching Assistant at the University for Development Studies, Ghana. He was born in Kumasi, in the Ashanti Region of Ghana. Mr Dwumah was educated at the University for Development Studies and graduated with a Bachelor's Degree in Education, spending two years as a researcher and as a teaching assistant in the university. He had the opportunity to be selected as a teaching assistant also in Jiangsu University, by his supervisor, to teach the final year students in level 400. He sometimes also teaches his colleagues in the first year who are master's students. He also holds positions as the secretary to the President of the School of Management, and is also part of the invigilation team.

Jessica Msofe | IAFOR Scholarship Recipient

Exploring Perceptions of and Experiences with Secondary Education in a Protracted Refugee Camp Situation

Jessica Msofe, Lakehead University, Canada

Jessica Msofe is currently a doctoral student at Lakehead University, Thunder Bay, Canada. Jessica was educated at Brock University in St. Catharines, Canada and graduated with a Bachelor of Arts (Honours) degree in Child and Youth Studies and a post-graduate certificate in Teaching English as a Second Language (ESL) before spending 5 years working with ESL and mature students at the secondary and post-secondary levels. Jessica then obtained her Master of Education degree from Lakehead University, where her focus was on the experiences of African youth with refugee status in Ontario, Canada high schools. Her current doctoral research interests revolve around the provision of education in refugee camps.

Catherine Lawless Frank | IAFOR Scholarship Recipient

Humanity-Centered Design: A Promising Approach for Preparing Culturally Responsive Educators

Catherine Lawless Frank, University of Dayton, United States

Treavor Bogard, University of Dayton, United States

Catherine Lawless Frank, EdD currently teaches at the University of Dayton, Ohio, USA. Previously Catherine was an elementary and special education teacher and presently teaches courses in special education.

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.

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. (continued on the following page).

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 Language Learning
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



Monday, May 06 | 17:15-18:15 | Latham Ballroom Conference Welcome Reception

Join fellow delegates for a drink or two at the Conference Welcome Reception. This event provides a great opportunity for delegates to network and get to know each other. All registered presenters and audience members are welcome to attend. Admission is included in the conference registration fee.



Monday May 06

Plenary Session

Keynote Presentation: Amy Azano

Context is Everything: Rethinking Evidence Beyond Boundaries

Monday, May 06 | 09:45-10:30 | Latham Ballroom

Evidence-based practice has become the gold standard in educational research with clearinghouses on "what works" informing educational policy at nearly every level. Despite known inequities resulting from socioeconomic status, race, immigration status, geospatial location, and school funding, the field continues to search for common solutions to complex challenges in diverse settings. This talk will examine the limitations of evidence-based practice as the foundational philosophy undergirding educational policy, particularly for rural schools. The speaker will provide an overview of a longitudinal, experimental study on rural gifted education and the role place and context have played in every aspect of the research design. In so doing, the keynote will focus on practice-based evidence as a socially just alternative in rethinking evidence within diverse and unique boundaries.



Amy Price Azano

Dr Amy Price Azano is an Associate Professor of Education and teaches doctoral and masters level courses at Virginia Tech. Her scholarship focuses on rural education and literacy research. She is the co-Principal Investigator of Promoting PLACE (Place, Literacy, Achievement, Community, and Engagement) in Rural Schools, a five-year, 1.9 million dollar US Department of Education grant designed to support gifted education programs in high-poverty rural communities. Her previous academic appointment was at the University of Virginia's National Research Center on the Gifted and Talented where she worked as a research scientist

and project manager on two federally funded grants. Azano is the elected secretary/treasurer of the American Educational Research Association (AERA) Rural Education SIG, a member of the Rural Education International Research Alliance, co-director of the Rural School-Community Partnership Research Consortium, serves on the editorial board for the *Journal of Research in Rural Education*, and was the guest co-editor for a rural themed issue of the *Journal of Advanced Academics*. She regularly presents on rural education at AERA, the Literacy Research Association, most recently at the International Symposium for Innovation in Rural Education, and has been an invited speaker on rural education in England and Australia. Azano has several book chapters, a curriculum series with Prufrock Press, and over 20 peer-reviewed journal articles, including in top tier journals, such as *Review of Research in Education*, *AERA Open*, *Journal of Research in Rural Education*, and *American Educational Research Journal*.

Keynote Presentation: Mark Pegrum

Mobility, Mixed Reality, and the Crossing of Linguacultural Boundaries

Monday, May 06 | 10:45-11:30 | Latham Ballroom

This paper explores the nature of mobile learning, both in the sense of learning which is appropriate for an ever more mobile and superdiverse world, and learning which exploits multiple levels of mobility, including the mobility of devices, the mobility of learners, and the mobility of learning experiences. The presentation goes on to showcase examples of innovative mobile language and literacy learning projects from around the world, drawing on cases from both the global North and the global South. It is suggested that the most effective forms of mobile learning are contextually appropriate; exploit mobility on as many levels as possible; and, at their most pedagogically sophisticated, offer the promise of traversing linguistic and cultural boundaries through mixed reality approaches.

The paper concludes by considering the importance of educators and students developing the critical mobile literacy needed to evaluate the use of mobile devices, both in education and in society as a whole.



Mark Pegrum

Mark is an associate professor in the Graduate School of Education at The University of Western Australia in Perth, where he is the Deputy Head of School (International), with responsibility for overseeing offshore programmes and international connections. In his courses, he specialises in digital technologies in education, with a particular focus on mobile learning. His teaching has been recognised through Faculty and University Excellence in Teaching Awards, as well as a 2010 national Australian Learning & Teaching Council (ALTC) Excellence in Teaching Award. His current research focuses on mobile technologies, digital literacies, augmented

reality, and mobile learning trails and games. His books include: *Brave New Classrooms: Democratic Education and the Internet*, co-edited with Joe Lockard, and published by Peter Lang in 2007; *From Blogs to Bombs: The Future of Digital Technologies in Education*, published by UWA Publishing in 2009; *Digital Literacies*, co-authored with Gavin Dudeney and Nicky Hockly, and published by Pearson in 2013; and *Mobile Learning: Languages, Literacies and Cultures*, published by Palgrave Macmillan in 2014. He is currently working on a new book with a strong focus on mobile augmented reality, due for publication by Springer in 2019. To date, some of his work has been translated into Chinese and Portuguese. He is an Associate Editor of the *International Journal of Virtual and Personal Learning Environments*, and a member of the Editorial Boards of *Interactive Technology and Smart Education*; *System*; and *Technology in Language Teaching & Learning*. He is a member of the Advisory Council for the Laureate-Cambridge Online Language Learning Research Network (OLLReN), a member of the Advisory Panels for the Digital Education Show Asia and EduTECH Asia, a member of the Programme Committee for the International Mobile Learning Festival, a member of the International Review Panel for mLearn, and the Co-Convenor, with Hayo Reinders, of the AILA research network Mobile Gaming in Language Learning & Teaching. He currently teaches in Perth and Singapore and has given presentations and run seminars on e-learning and m-learning in Australia and New Zealand, Asia and the Middle East, the UK and Europe, and North and South America. Further details can be on his website at: markpegrum.com.

Keynote Presentation: Rich Ingram

Research Beyond Boundaries: Educational Psychophysiology

Monday, May 06 | 16:15-17:00 | Latham Ballroom


This presentation introduces a new line of research – Educational Psychophysiology. This new field involves the use of psychophysiological measures to identify learning-relevant psychological states (such as cognitive load) and cross-validating these states with behavioral and performance measures for the purpose of informing teaching and learning design. The field focuses primarily on examination of continuous (as opposed to event-locked) data in real-world settings using authentic learning tasks to maximize ecological validity and thus, transferability of findings. The discussion includes elements of affective learning, data analysis techniques, and the Open Science Framework, along with suggestions for future research and practice.



Rich Ingram

Rich Ingram has seen the study of human cognition progress from behaviorism to cognitive behaviorism to cognitive psychology to cognitive neuroscience to cognitive psychophysiology, and now to its emerging embodiment as educational psychophysiology. He was there to see the early conception of concepts evolve from computational models of learning to machine induction and modern machine learning, which heralded the arrival of Big Data and advanced learning analytics. Tying all of this together is a fascination with the thinking style of James Burke, for whom “Everything is connected to everything including you, too, of course”.

Dr Ingram trained and worked as a school psychologist before moving on to complete his doctoral work in Instructional Systems Technology at Indiana University (Bloomington). He worked as a corporate consultant for 13 years before joining James Madison University. Here he has designed and led major research and development efforts, including serving as the Director of the JMU/Microsoft Partners in Learning initiative for six years, promoting performance certification and twenty-first century (P21) skills. He has written analysis software for widely-used psychometric instruments and dabbled in artificial intelligence. His Selection Expert perceptron has achieved a 100% hit rate identifying “great” teachers relative to teachers who are merely “good”, and a 92% hit rate for identifying winning and losing NFL teams. (Ask about typicality.)



The IAFOR Documentary Photography Award 2018

Join us as we celebrate the winners of this year's IAFOR Documentary Photography Award – an international photography competition that seeks to promote and assist in the professional development of emerging documentary photographers and photojournalists.

www.iaforphotoaward.org



Monday, May 06 | 11:30-11:50 | Latham Ballroom

IAFOR Documentary Photography Award 2018

Award Winners Screening

The IAFOR Documentary Photography Award was launched by The International Academic Forum (IAFOR) in 2015 as an international photography award that seeks to promote and assist in the professional development of emerging documentary photographers and photojournalists. Another important objective of this contest is to help bridge the divide between the world of practicing photojournalists/documentary photographers and the world of academic scholars, and create an accessible and exciting ground for dialogue and discussion at our conference events, and beyond. The award has benefitted since the outset from the expertise of an outstanding panel of internationally renowned photographers, including Dr Paul Lowe as the Founding Judge, and Ed Kashi, Simon Roberts, Simon Norfolk, Emma Bowkett, Monica Allende, Jocelyn Bain Hogg, Maria Teresa Salvati and Ziyah Gafic as Guest Judges.

As an organisation, IAFOR's mission is to promote international exchange, facilitate intercultural awareness, encourage interdisciplinary discussion, and generate and share new knowledge. In keeping with this mission, and in appreciation of the great value of photography as a medium that can be shared across borders of language, culture and nation, and to influence and inform our academic work and programmes, the IAFOR Documentary Photography Award was launched as a competition that would help underline the importance of the organisation's aims, and would promote and recognise best practices and excellence. In support of up-and-coming talent, the IAFOR Documentary Photography Award is free to enter.

Now in its fifth year, the award has already been widely recognised by those in the industry and has been supported by World Press Photo, *British Journal of Photography*, Metro Imaging, MediaStorm, Think Tank Photo, University of the Arts London and RMIT University, among others.

The work of this year's winners will be screened at ERI2019.

Image by Subhrajit Sen | 2018 Third Place Winner



Paul Lowe | Founding Judge

Our Founding Judge, Dr Paul Lowe is a Reader in Documentary Photography and the Course Leader of the Masters program in Photojournalism and Documentary Photography at the London College of Communication, University of the Arts London, UK. Paul is an award-winning photographer who has been published in *TIME*, *Newsweek*, *Life*, *The Sunday Times Magazine*, *The Observer*, and *The Independent*, amongst others. He has covered breaking news the world over, including the fall of the Berlin Wall, Nelson Mandela's release, famine in Africa, the conflict in the former Yugoslavia, and the destruction of Grozny.

His book, *Bosnians*, documenting 10 years of the war and post-war situation in Bosnia, was published in April 2005 by Saqi books. His research interest focuses on the photography of conflict, and he has contributed chapters to the books *Picturing Atrocity: Photography in Crisis* (Reaktion, 2012) and *Photography and Conflict*. His most recent books include *Photography Masterclass* published by Thames and Hudson, and *Understanding Photojournalism*, co-authored with Dr Jenny Good, published by Bloomsbury Academic Press. Paul is an Emeritus Member of VII Photo Agency.



Maria Teresa Salvati | Guest Judge

Maria Teresa is Founder and editor-in-chief at Slideluck Editorial, which exhibits a selection of the best photographic works and multimedia presented during Slideluck events worldwide, as well as works from guest artists.

Maria Teresa conceived and curated the project *Born the Same*, a selection of ten different works exploring sub-cultures and micro-stories working as reminders that we are all born the same, despite cultural, emotional and political conditions. The project was first presented at Les Rencontres De La Photographie Arles

2017, during La Nuit de l'Année, and is now travelling globally.

She co-edited and co-curated *Hungry Still*, an exhibition and publication produced and designed by Slideluck London, FORMAT Festival and QUAD, and printed by AKINA Factory. The collective project showcases twenty-four of the best works that have contributed to the English platform, since its inception, with a selection of images combined with personal anecdotes and recipes.

Maria Teresa is also a personal branding consultant. She helps photographers find their "spot of beauty" and vision, advises them on how to build their identity, and helps them communicate via the most appropriate channels (i.e. social media). Now she teaches in Bari, Italy at F.Project School of Photography and Cinematography, in Rome at Officine Fotografiche, and as a guest lecturer at the London College of Communication (LCC).



Ziyah Gafić | Guest Judge

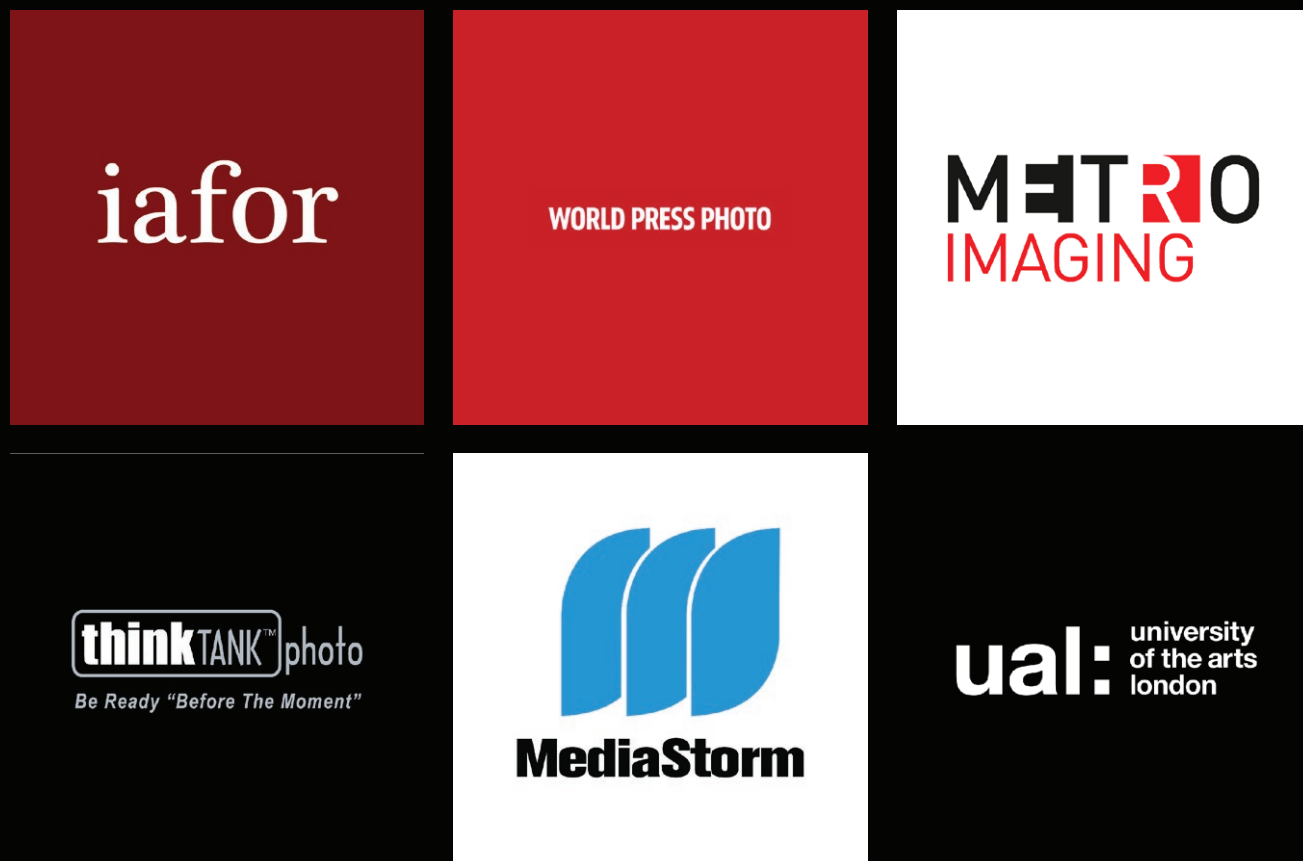
Ziyah Gafić is an award winning photojournalist with 19 years of experience, focusing on societies in conflict and Muslim communities across the globe. He covered major news stories in over 50 countries. His work has appeared in *TIME*, *Le Monde*, *The New York Times*, *GEO*, *The Sunday Times Magazine*, *La Repubblica*, *The Telegraph Magazine*, *The New Yorker*, among others. He authored five books including *Troubled Islam*, *Quest for Identity*, and *Heartland*. His work won a plethora of awards, including multiple awards at World Press Photo, Visa pour l'image, Arles Rencontres de la photographie and grants from Magnum Foundation, Getty Images and Prince Claus Fund.

Ziyah is member of VII Photo Agency and a TED Speaker.

Supporters

The IAFOR Documentary Photography Award is supported by a number of leading institutions, organisations and publications around the world in its aim to promote and recognise best practice and excellence in documentary photography and photojournalism. These partnerships are a testament to the high regard in which the award is held within the photography industry.

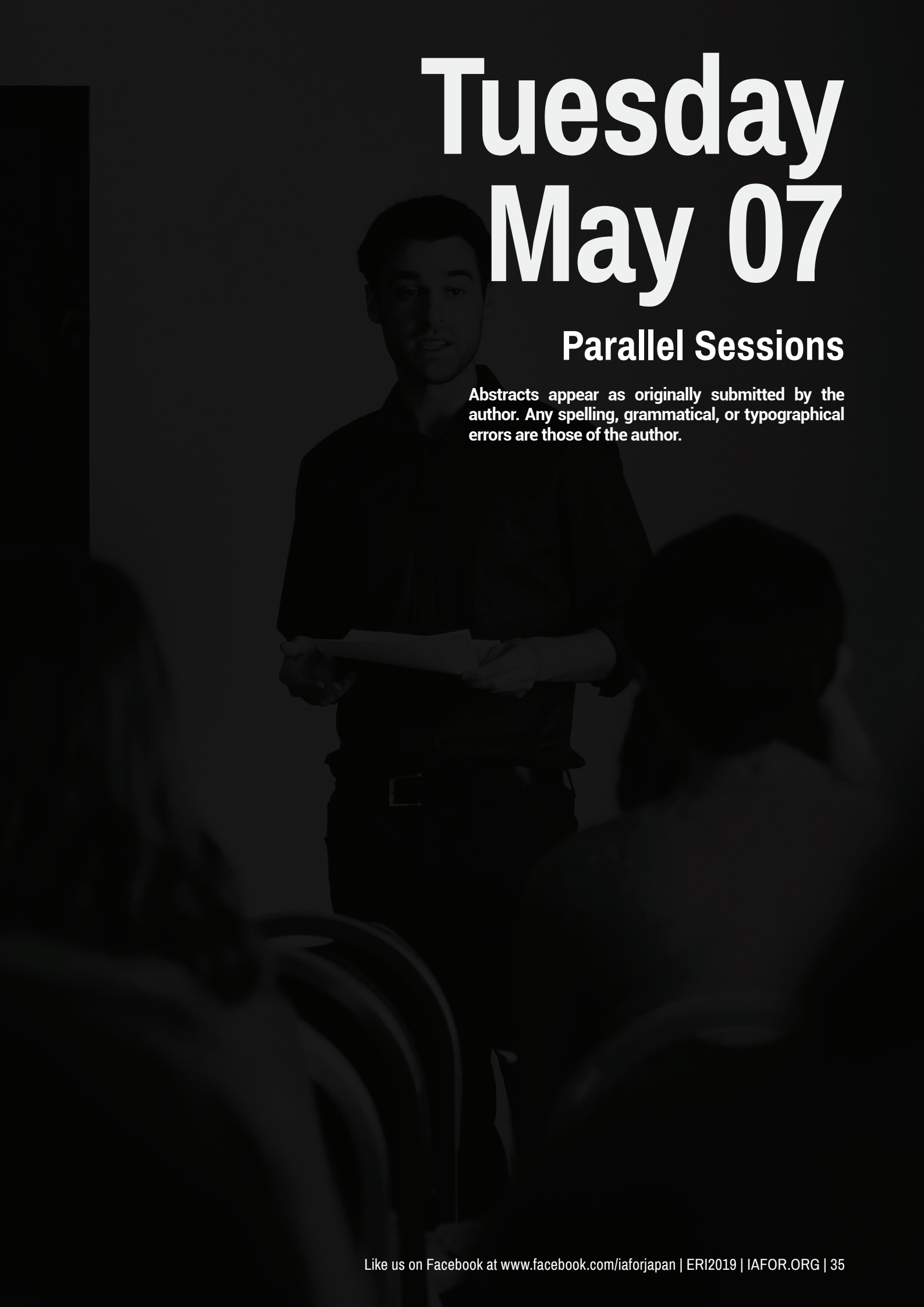
The IAFOR Documentary Photography Award would like to thank the following organisations for their support:



Sponsorship Opportunities

As a key organisation involved with the IAFOR Documentary Photography Award, you will add to the experience of these emerging professionals while showcasing the authenticity and responsibility of your brand. Through social media, product integration, logo placement, potential press coverage, promotion at the award ceremony and subsequent exhibitions in Japan, Spain, USA and UK, you have the opportunity to help bring attention to the work of highly talented photographers.

For information on sponsorship opportunities or becoming a supporter of the IAFOR Documentary Photography Award, please contact Thaddeus Pope, Creative Director, IAFOR Documentary Photography Award (tpope@iafor.org).

A man in a dark shirt is holding a piece of paper and looking towards the camera. He is standing in front of a blurred audience, suggesting a presentation or a conference setting. The background is dark and out of focus.

Tuesday May 07

Parallel Sessions

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

09:00-10:15 | Smithfield (1F)

Tuesday Session I

Experiential Learning

Session Chair: Demetria Corpuz

45749 09:00-09:25 | Smithfield (1F)

Reinventing the Curriculum: A Realization From the Pedagogical Competence and Scholastic Performance of Preservice Teachers

Fitzgerald Fabelico, Nueva Vizcaya State University, Philippines

The global competitiveness of a nation is mirrored through the quality of education it provides to the citizens. The quality of education could be evaluated through the pedagogical competence of the teachers. It is on this ground that this descriptive correlational study investigates the influence of scholastic performance on the level of preservice teachers' pedagogical competence of the premier state university in Nueva Vizcaya, Philippines. The results of this study showed that regardless of gender, specialization, and cooperating school of deployment, the preservice teachers had outstanding pedagogical competence as evaluated by their cooperating teachers and professors. Except for teacher's personality and classroom management, all of the dimensions of pedagogical competence showed significantly positive interrelationship with each other. Moreover, pedagogical competence is not significantly related with the preservice teachers' profile variables. On the other hand, the preservice teachers had a very satisfactory scholastic performance and this differ significantly with specialization and cooperating schools. The scholastic performances of the preservice teachers do not vary significantly and is not significantly related with gender. However, scholastic performance of the preservice teachers showed a significantly negative correlation with specialization and cooperating schools of deployment. Finally, the scholastic performance of the pre-service teachers showed a significantly slight positive correlation with pedagogical competence and the degree of influence of accuracy of scholastic performance on pedagogical competence is 7.40%. Recommendations were given to address the challenges on the curriculum, instruction, and assessment of learning of preservice teachers in the Philippines.

51634 09:25-09:50 | Smithfield (1F)

Symposium on Wayfinding to Fluency: Navigating Between Specialization and Generalization

Brandy Foster, Wright State University, United States

Amy Magnus, Air Force Institute of Technology, United States

Cori Lohstroh, Wright State University, United States

Experience is one of the most sought-after facets of adult education. Experience becomes more impactful when curated through collaborative forums. This symposium explores emerging practice and collaborative structures in which students explicitly navigate between specialization and generalization; we describe how wayfinding to fluency increases confidence, competence, and retention to supercharge tomorrow's workforce. An educational generalist will discuss her creation of a new learning paradigm in experiential wayfinding. In this paradigm, a group of students from disparate disciplines learns to translate skills from their respective programs in service to clients in research and enterprise. Students deepen expertise in their specialization while forming collaborations across disciplines, thereby expanding the group's capabilities. Their experiential learning workspace simultaneously mimics a classroom, accelerator, professional marketing agency, social impact organization, and research lab in a new model of workforce development. An undergraduate English major will describe her experience embedded in a graduate Neuroscience course as a writing coach. She is responsible for 1) analyzing the curriculum to anticipate material needs of these nascent science scholars and 2) tailoring writing mentoring for individuals. This unique collaboration draws from the undergraduate's technical writing specialization and has increased her general scientific literacy and confidence. A mathematician and researcher in Artificial Intelligence will present perspectives from natural language processing on narrative analysis. Examining the power of distinguishing general knowledge from specialized information, she describes basic differences between learning and training. Further, she categorizes discoverable collaborative forums that consistently demonstrate an ability to facilitate curation through shared experiences and creative critique.

45724 09:50-10:15 | Smithfield (1F)

Experiential Learning Courses: Teachers' Standpoints

Bonimar Afalla-Tominez, Nueva Vizcaya State University, Philippines

Bryan Gabatino, Nueva Vizcaya State University, Philippines

Demetria Corpuz, Nueva Vizcaya State University, Philippines

Experiential learning courses (ELCs) permit pre-service teachers to acquire accurate experiences from the learning environment to better prepare them to the teaching profession. It affords them chances to capture other meaningful accounts which can be further established in relation to their becoming teachers. This research focused on the outlooks of teachers toward ELCs. As a descriptive-correlation research, it used the pre-service teachers and in-service teachers as the respondents. Mean and correlation procedures were used to determine the association between the variables. Younger pre-service teachers possessed a strong standpoint to have developed their self-assurance and open-mindedness through ELCs. Older pre-service teachers who were in their last training years exhibited a strong disagreement on the feeling of uncertainty, apprehension and being inexperienced when enquired by their resource teachers and to have disliked people with so much expectations. Those pre-service teachers with maximum number of academic load per semester displayed a strong disagreement that their registration to the ELCs was in conformity only to the course requirement and that they have detested those people with high expectations on them. On the other hand, older in-service teachers reflected a strong disagreement to have squandered much time coaching pre-service teachers; to have encountered difficulties brought by the presence of teacher trainees; and, that ELCs disrupted the teaching-learning process. Female in-service teachers of higher teaching positions exhibited a higher level of positive outlook toward ELCs. Married in-service teachers with two or more children exhibited a strong disagreement on the feeling that they don't enjoy confidentiality when confronted with queries and on the thought that they are stressed with the presence of teacher trainees in their classrooms. In-service teachers who taught for longer years did not consider ELCs as a disturbance in the learning environment. Finally, in-service teachers with graduate degrees established strong disagreement to have misused so much time coaching the teacher trainees; that their presence was a burden to the class; and, that ELCs brought disruption in the teaching-learning process.

09:00-10:15 | Duck Pond (1F)

Tuesday Session I

Beyond the Classroom

Session Chair: Patrick Guilbaud

51367 09:00-09:25 | Duck Pond (1F)

Designing and Implementing Higher Education Online Courses to Serve and Empower Learners with Disabilities

Patrick Guilbaud, Winthrop University, United States

Christa Guilbaud, University of North Carolina at Charlotte, United States

According to the National Center for Education Statistics (NCES), (2016), 11% of undergraduates in both 2007–08 and 2011–12 reported having a disability. These students have visual, aural, kinesthetic, or psychological impairments. While many steps have been taken to address the needs of students with disability who take courses in the traditional campus, online courses and program offerings have not been adjusted to meet the needs of all students. Consequently this workshop has been developed to facilitate the understanding, evaluation, and use of pedagogically-grounded instructional approaches, tools, and assessment activities to support the full integration and participation of students with disabilities in online education. This workshop will also provide an overview of the Americans with Disabilities Act of 1990 amended 2008 and go over current best practices to help faculty and instructional designers create high quality, learner-centered, and ADA-compliant online courses. Learning Outcomes Upon completion of the workshop, participants will gain understanding and hands-on experience with: • Effective teaching and instructional approaches that are focused on increasing participation and engagement of learners with disabilities in online courses; • The need to use a variety of learning and assessment activities to address different learning styles in online courses; • Quality assurance models to determine which model better meets their needs ways in which to begin the process of implementing a quality insurance model at their schools; and • Best practices in usability and quality assurance standards and ensure courses are compliant with federal and state laws.

51679 09:25-09:50 | Duck Pond (1F)

Connectivism as a Driver to Improve Citizen Learning in Cognitive Cities: A Literature Review

Monica Vaca-Cardenas, Universidad Tecnica de Manabi, Ecuador

Jaime Meza, Universidad Tecnica de Manabi, Ecuador

Karina Mendoza, Universidad Tecnica de Manabi, Ecuador

Leticia Azucena Vaca-Cardenas, Universidad Tecnica de Manabi, Ecuador

Society has changed as a result of the new technologies of the digital age. In addition, we are living today a knowledge explosion, what was considered to be powerful knowledge yesterday, is in doubt today, and may disappear tomorrow. As a consequence, earlier learning theories no longer interpret learning activities of learners in a digital age, because these theories were developed at a time when technology had no impact on learning at the level that today does and they were developed when knowledge grew slower. Therefore, Connectivism, a knowledge learning theory for the digital age, was emerged. In the same way, in a modern era, the concept of smart city and afterwards the concept of cognitive cities which involves the human factor also appeared. Connectivism in cognitive cities is not an area in which a great deal of research exist. Therefore, the purpose of this research is to analyze how Connectivism for citizen learning and engagement in cognitive cities is applied. The methodology applied for this study was a qualitative content analysis approach where abstracts, discussions, results, and conclusions were the main target; however, the whole text was also read in some cases. The results showed that several approaches in the context of connectivism in cognitive cities were implemented, not always with complete success. This paper may help policymakers to take a proper decision in the way of adopting connectivism in cognitive cities and take into account critical issues.

51670 09:50-10:15 | Duck Pond (1F)

Global Learners and Intercultural Cooperation: Examining the Influence of Culture and National Identity on Students' Interaction and Collaboration Activities in an Online Course

Patrick Guilbaud, Winthrop University, United States

Christa Guilbaud, University of North Carolina at Charlotte, United States

Research reports and studies continue to show that, despite some recent fluctuations, the number of global learners will continue to grow well into the next decade. At the same time, many colleges and universities across the USA are looking for ways to increase the number of their global and online learners as means to diversify their enrollment profile and their tuition revenue mix. Yet, many of these colleges and universities have not developed comprehensive academic support models and approaches to fully serve students, and most specifically global learners at their schools, who take online courses. At present, most institutions offer activities and interventions matters to support global learners such as campus orientation, English language tutoring, academic support, visa assistance, and help with personal. However, recent research shows that a focus on creating a welcoming and inclusive campus environment that celebrates differences is critically needed to facilitate integration and engagement of global learners in online or virtual education environment. In his seminal work, Geert Hofstede (2001), developed a framework which delineates the way in which people tend to feel, act, and interact within a culture. This session presents results from a study that examined how culture and national background affect learning experiences and students' academic-related exchanges in an online course. The study specifically looked at the impact of national backgrounds, based upon Hofstede's Power Distance dimension, on interaction and collaboration activities in the virtual learning space. We will highlight and discuss preliminary findings of the study and implications for practice.

10:30-11:45 | Solitude (1F)

Tuesday Session II

Rural Education

Session Chair: Sarbjit Singh Kular

51636 10:30-10:55 | Solitude (1F)

Factors Influencing Infant Teachers' Decisions to Integrate ICT into Curriculum Delivery at Rural Government Primary Schools in Trinidad

Natalie Suepaul, The University of the West Indies at St. Augustine, Trinidad and Tobago

Sabeerah Abdul-Majied, The University of the West Indies at St. Augustine, Trinidad and Tobago

This qualitative, multi-site case study examined the factors which influence infant teachers' decisions to integrate ICT in delivering the infant primary curriculum at rural, government primary schools in east Trinidad. Semi-structured interviews, a participant's perceptions profile, classroom observations and a reflective journal were the data collection strategies used within this study. Twenty-eight infant teachers from six government primary schools participated in the study. A conceptual framework was utilized through the adaptation of the Technology Acceptance Model, Ertmer's Barriers to Technology Integration and the SAMR Model of ICT integration. Miles and Huberman's approach to qualitative data analysis was the main analysis technique employed for data reduction. Findings revealed that Ministry of Education (MoE) and institutional level factors (extrinsic) as well as individual level factors (intrinsic) influenced infant teachers' decisions to integrate ICT in curriculum delivery in the infant classrooms. Supportive systems, technical infrastructure, classroom logistics, teacher characteristics and factors related to preparation and planning were critical to ICT integration. These factors determined the usage of ICT tools, the type of curriculum integration applied, the pedagogical practices employed and the level of ICT integration practiced in delivering the curriculum in the infant classrooms. The study revealed that infant teachers' actual level of ICT integration practice did not fit directly into one level in the SAMR model. Rather, it tended to overlap as a result of the teachers' pedagogical practices, the ICT tools available for integration and the ICT training which they possessed.

45999 10:55-11:20 | Solitude (1F)

A Study of How Students From Rural Communities Engage in Diversity Discussions in the University Setting

Stephanie Woods, University of Missouri-Columbia, United States

Although there is a broad range of research on the resistance of university students to participate in diversity classes (White, 2012), there is little research on how rural students experience diversity at large universities. Research in this area is important, as rural students' congruence with the academic environment is crucial to their experience of higher education (McDonough, Gildersleeve & Jarsky, 2010). I conducted a phenomenological study to analyze the essence of students' experience (Merriam and Tisdell, 2016) with diversity conversations at a large Midwestern university. I purposefully sampled five sophomores from rural backgrounds: three females and two males. I audio recorded semi-structured 30-45 minute interviews. I analyzed over 100 pages of interview transcripts, field notes, and artifacts. Four processes were blended throughout the study: collection, constant comparison, coding, and analysis (Strauss & Corbin, 1990). Students showed low levels of engagement in diversity discussions when the perceived cost was high; cost included fear, conflict, and risk of loss of scholarship. Students showed primary motives of self-protection, due to fear of failure and anxiety, as evidenced by the following quotes: "I didn't say anything...because I was scared", "I started crying because I got so stressed", and, "I learned how to walk on eggshells." The findings have implications for curriculum development and for faculty training, specifically for promoting intellectual pluralism. Reducing perceived costs could motivate rural students to cross cultural boundaries and have a positive diversity experience.

45205 11:20-11:45 | Solitude (1F)

Nutrition and Health Education Programme of ICDS Scheme for Nursing Women in Rural Punjab

Sarbjit Singh Kular, Punjabi University, Patiala, India

The Integrated Child Development Services (ICDS) Scheme is one of the flagship programmes of the Government of India and represents one of the world's largest and unique programmes for early childhood care and development. Present study was conducted to examine the impact of Nutrition and Health Education (NHED) of ICDS on the nursing women in terms of enhancing their knowledge in the critical Health Care areas. The study was conducted in Barnala District of Punjab. A total of 30 villages were selected on the basis of random. From each village 2 nursing women were selected randomly. Thus a total of 60 nursing women were in the sample. It was found that about 20% women did not go to a proper place for the child delivery and their deliveries had taken place at home. A high majority (80%) of the women did not undergo any health check-up after the delivery. A majority (61.66%) nursing women did not receive supplementary nutrition ration from AWCs. It was shocking to note that 88.33% nursing women did not have awareness about the main cause of measles and a high majority (86.66%) of nursing women were not sure about the right way of managing measles. Majority (65%) women did not have any knowledge to prepare oral re-hydration solution.

10:30-11:45 | Smithfield (1F)

Tuesday Session II

Technology in Teaching

Session Chair: Meryem Fati

51594 10:30-10:55 | Smithfield (1F)

Impact of Digital Devices on Young Children's Learning and Parent's Role towards Screen Timing

Tayyibah Roohi, University of Education, Pakistan

The purpose of this pilot study was to examine the impact of digital devices on young children's learning and parent's role towards screen timings. Moreover, the research also explored parental mediation towards the safe usage of technological devices. The objective of the study was to find out how these devices effect on young children learning. The paradigm of the study was social constructivism. It was a qualitative research design. Through convenience sampling (10) ten children from the age group of 2 to 5 and their parents were selected for interviews. The interview and observation protocol was separately designed for both participants. In order to interpret the results, the interview protocol was recorded, transcribed then analyzed, categorized and organized into themes and further sub-themes which emerged through the coding process. Findings of this study seem to highly depend on the sample and the local context. It is recommended that development and promotion of communication strategies would be outlined, how parents can talk to young children about managing the screen timing and actively mediate their use. There is an urgent need to provide parents a resource list for regulation, ways to keep children safe while using technology, methods for how to regulate technology. For future directions a larger and more diverse sample would be beneficial for the research, more interviews would allow for more systematic comparisons by age and socio-economic status.

45775 10:55-11:20 | Smithfield (1F)

Predictors of Smartphone Adoption Behaviour Among Higher Education Institutions' Lecturers in a Typical Developing Economy Context

Adeola Adetola Ayodele, Nnamdi Azikiwe University Awka, Nigeria

Anayo Dominic Nkamnebe, Nnamdi Azikiwe University Awka, Nigeria

With the rise in the number of ICT-enabled devices in Nigeria and considering the relevance and importance of these devices in effective teaching, it becomes legitimate and inevitable to understand the key predictors of smartphone adoption among lecturers in the higher education institutions (HEIs). While extant literatures are gorged with such investigations, the majority of Sub-Saharan African contexts are grossly under-researched. Using this as a point of departure, this paper seeks to answer these questions: what are the predictors of smartphone adoption among the university lecturers? And how do these identified predictors influence smartphone adoption among university lecturers? Since smartphone is a new technological device and its adoption as a teaching-enabled device is different from its traditional adoption for communication, the main objective of this paper is to empirically investigate the predictors of smartphone adoption among Nigerian university lecturers. The study was based on the lecturers of Nnamdi Azikiwe University, Awka, Anambra State, Nigeria. Data were collected using questionnaire based on multistage sampling technique of 284 respondents. Factor analysis and multiple regressions were used for data reduction and hypotheses testing respectively. Analyses of data reveal that personal experience, relative advantage, job relevance, triability, complexity and price were the predicators of smartphone adoption. The findings have serious implications for smartphone retail management among others.

50324 11:20-11:45 | Smithfield (1F)

The Power of Play in ESL Classes: Case of Bahraini University Students

Meryem Fati, Gulf University, Bahrain

This qualitative study aims at exploring the effectiveness and power of play when teaching English as a Second Language to Adult University students. There has been an abundant research about how play can help students learn better and quicker. However, most of this research focused on using play for young learners at lower academic levels. The rational behind this research is to see the effect of play on adults who study English as a second language at the university Level. It was also initiated after a study about the impact of anxiety on Bahraini university students. The researcher had to find ways to help students overcome anxiety and be more motivated while taking English classes. To collect data, the researcher designed a questionnaire, had discussions in focus groups and relied on results through in-class exercises. One hundred Bahrain undergraduate students participated in this exploratory research that aimed at tracking students assimilation of information both through traditional methods of teaching and play (In- class or through the use of technology). The sample was conveniently selected from Gulf University in Bahrain and it was equally divided among male and female students. Data was analyzed qualitatively using percentages. The results showed that students were motivated and willing to learn when play is introduced. it also showed that regardless of students ages play could help them connect to each other and have fun while learning English as a second language.

10:30-11:45 | Duck Pond (1F)

Tuesday Session II

International Education

Session Chair: Jeremy White

45846 10:30-10:55 | Duck Pond (1F)

Effects of School Management on Students' Academic Performance in Public Senior High Schools in Ashanti Region of Ghana

Blessing Dwumah Manu, Jiangsu University, China

Huaisheng Zhang, Jiangsu University, China

This article focuses on the factors that influence the Academic Performance of Students in the Public Senior High Schools System. We defined Academic Performance of Students as "an estimate of an individual's actual or potential power to perform well in school's task." We collected data from 480 respondents from 30 Public Senior high schools comprising of 10 students from each of the thirty schools, 5 teachers from each of the thirty schools and one headmaster each from the thirty-sampled public senior high schools. We, therefore, adopted the Pearson product-moment correlation coefficient for our analysis. The results show that School management function and the moderating variables are able to give a significant impact on the Academic Performance of students. The collaboration of effective School management is important and can lead to an increase in high Academic Performance on the part of the Students. In addition, an effective school management, Discipline, a positive school culture, a good atmosphere and a good understanding of students learning can influence the Academic Performance. The article concludes that good management functions as well as learning at school is the best ground for the development and improvement of Student Academic Performance.

45236 10:55-11:20 | Duck Pond (1F)

A Feminist Reading of a Short Story to Inculcate Critical Thinking Skills Among Female Students

Subrina Haque, University of Malaya, Malaysia

Zaharah Binti Hussin, University of Malaya, Malaysia

This qualitative study explores the use of short story to enhance critical thinking skills among female participants in an ESOL classroom. Developing critical thinking skills and critical thinking disposition in college students has been set as a primary goal in higher education for decades. Recently it has become more urgent in implementing this goal to enhance students' employ-ability in the fast-changing workplace. The sample is a class of 40 undergraduate female ESOL Malaysian students who are all studying at a private university in Malaysia. An experimental research design with a pre and post-test was carried out to evaluate students written responses before and after the treatment. Students' responses were graded based on a standardized Assessment Rubric for Critical Thinking (ARC, 2010). The treatment was a reading class of 5 intensive sessions over a period of 3 weeks based on a short story. The feminist reading of the short story was designed to include 6 lessons with readings, discussions, debates and short writing tasks. All students' work was documented and compiled in individual portfolios to chart each student's progress in this experiment. Findings revealed that students were able to respond at a higher level of critical thinking after various activities were carried out based on the reading of the literary text. Keywords: feminist, short story, literature, critical thinking skills.

50991 11:20-11:45 | Duck Pond (1F)

Japanese and International Student Interaction in Group Based Classroom Activities: Perceptions of Leadership and Giving Feedback

Jeremy White, Ritsumeikan University, Japan

The birthrate in Japan is in decline, yet in spite of this, the number of universities and technical colleges has continued to increase. To maintain current enrollment levels, Japanese universities have been looking to encourage students from other countries to undertake full degree programs in Japan, in English. However, little research has been conducted in relation to how Japanese students and international students interact when taking the same classes. This presentation will highlight the findings of a research project in which Japanese and international students were surveyed on their classroom interactions, including their perceptions of group dynamics and leadership roles. In addition, participants watched videos of their own and their classmates' course related presentations and provided feedback on these performances. The presenter will at first outline how international students took a leadership role in almost all of the presentation groups and why they did so. The presenter will then demonstrate the unique differences between Japanese and international students in relation to giving feedback to their own and their classmates presentations via the use of video recordings, using the university course management system forum page. Results of this research suggest that Japanese students are more likely than international students to give only positive feedback about their classmates' presentations, but account for a greater percentage of the negative comments made regarding their own presentations.

Keynote Presentation: Robert G. Doyle

Anatomy of Flipped Classrooms

Tuesday, May 07 | 13:00-13:45 | Latham Ballroom

Flipped Classroom pedagogy is often described in several different terms, including inverted learning, active learning, and more. This is a form of pedagogy in which the lecture is provided online and class time is engaged in active learning.

Flipped learning is based on the student involvement theory that the more time and effort students allocate into their learning experience, the greater their cognitive and personal development. Flipped learning provides the opportunity for students to develop other important learning outcomes beyond knowledge acquisition, such as higher-order thinking, communication skills, and metacognitive skills.



Robert G. Doyle

Robert G. Doyle, who has been with Harvard University since 1984, is associate dean, Faculty of Arts and Sciences and former associate dean of Harvard College. He is also an academic adviser in Harvard College specializing in advising students from Eastern and Central Europe. He received Harvard's Star Family Award for Excellence in Advising. Doyle earned his doctoral degree at Boston University, where he wrote a dissertation on the relationship between job satisfaction and self-concept.

During the past six years, Doyle has presented and served as a featured presenter or keynote speaker on the topics of Massive Open Online Courses (MOOCs), assistive technology, and higher education technology design for learning spaces at conferences in the United States, Austria, Germany, Hungary, Turkey, Singapore, France, Colombia, Estonia, and Cyprus. In July 2018, at the International Conference on New Horizons in Education in Paris, France, Doyle was a keynote speaker and presented, *Anatomy of Flipped Classrooms*.

Doyle serves on the board of several journals, including *Educational Technology Research and Development*; *Learning, Design, and Technology: An International Compendium of Theory, Research, Practice and Policy*; and the recently developed *Journal of Formative Design in Learning*.

Doyle is a lifetime member and sits on the Board of Directors of the Association of Educational Communications and Technology (AECT). In addition, he is the treasurer of the AECT Foundation. He has received numerous AECT awards, and the most recent include the 2015 Presidential Award, the 2014 Distinguished Service Award, and the 2012 AECT International Division Distinguished Service Award.

13:55-14:45 | Solitude (1F)

Tuesday Session III

Enhancing Access for Underrepresented Learners

Session Chair: Ajibike Iteboje

45708 13:55-14:20 | Solitude (1F)

Gold Tested in Fire: The Educational Spirit of Adolescent Mothers

Ryan Ray Gatbonton, Chinese General Hospital Colleges, Philippines

The rationale of the Study Adolescent pregnancy is a pressing issue and is considered to be a concern with significant impact on society. It accounts for lost educational and economic opportunities for adolescent girls. This phenomenological research sought to understand the educational worldview of college students who experienced adolescent pregnancy. Methods Eight key informants were asked to share their experiences of being pregnant while enrolled in college. Data were analyzed using Colaizzi's method. Member checks and expert audits on interview transcripts and interpretations were done. Results and Discussion Five themes emerged from the analysis of responses: Facing the Ordeal describes the complex circumstances of adolescent pregnancy alongside college education; Fighting the Good Fight reflects the conflicts in education as a teenage mother; Embracing the Value of Education reveals the mothers' deeper appreciation of their education; Standing Up and Being Strong demonstrates the adolescent mothers' resolve to carry on for their child; and Envisioning the Family revolves around the mothers' dream for a better future for their family. Themes were connected and related to the tenets of Social Learning Theory, Functionalist Theory, and Symbolic Interactionism. A symbolic metaphor was developed and it was likened to a gold tested in fire. Conclusion and Recommendations The experience of college students who had adolescent pregnancy can be ascribed to the themes identified. This can serve as the groundwork for initiating educational reforms. An intervention program was developed that is rooted on school and community partnerships.

45942 14:20-14:45 | Solitude (1F)

Factors Influencing Mobile Learning in Selected Universities in Nigeria and the United States

Ajibike Iteboje, Yaba College of Technology, Nigeria

Solomon Negash, Kennesaw State University, Georgia, United States

Titilola Adewale, Texas A & M Commerce, United States

The prevalence of mobile devices in today's society has made mobile learning a fast-spreading alternative to face to face education for underserved learners. Even though it operates on low information communication technology infrastructure (ICTI), a favorable feature for successful implementation of mobile learning especially in rural areas with less internet infrastructure such as rural United States (U.S.), there still exists a gap in its implementation at many higher educational institutions in the U.S. and Nigeria. As a measure of the factors influencing mobile learning in selected universities in these two countries, a modification of the Technology Acceptance Model (TAM) was used to conduct the study. The study investigated the impact of ICTI, institutional support, and Faculty teaching tasks, on mobile learning in both countries. The study encompassed an online and paper survey of 233 participants drawn from eight selected universities in the two countries as well as a virtually conducted semi-structured interview of five respondents. Out of the 233 respondents, only 119 data was found useful as the remaining 114 data were found to be incomplete. Data analysis was conducted using Descriptive Statistics and Structured Equation Modelling. The results and findings revealed that ICTI was critical to the implementation of mobile learning in Nigeria while in the United States; perceived ease of use was the most critical factor. The implications of mobile learning for higher education in both countries were discussed.

13:55-14:45 | Smithfield (1F)

Tuesday Session III

Workshop Presentation

50654 13:55-14:45 | Smithfield (1F)

Teaching History Through Genealogy: One Generation at a Time

Keira Murphy, Saint Edward's School, United States

"Teaching History through Genealogy: One generation At a Time" is an innovative approach to learning history. In the first year, students research their own family histories using proven research methods and come to an understanding of the historical events that shaped the lives of their ancestors. Outcomes will include writing an autobiography and creating projects on at least three more generations within a family unit and the creation of a family history website that can be utilized by the student even after they finish the course or graduate. In the second year, students take a DNA test, learn about haplogroups, discover their own family's immigration story, create an artistic interpretation of immigration, work with documents from early America, and present a culminating project in front of the entire school. Community and family involvement is crucial to success in this course. This workshop will inspire educators to imagine how a student-centered, differentiated and integrated approach to learning history can redefine the way we teach.

13:55-14:45 | Duck Pond (1F)

Tuesday Session III

Learner Experience Design

Session Chair: Guldana Akhmetova

45726 13:55-14:20 | Duck Pond (1F)

Honing Teachers of the Future: The Influence of Instructional Competence on Prospective Teachers' Teaching Performance

Bonimar Afalla-Tominez, Nueva Vizcaya State University, Philippines

Fitzgerald Fabelico, Nueva Vizcaya State University, Philippines

Wilhelmina Bullecer, Nueva Vizcaya State University, Philippines

Maria Sergeyevna Lyashenko, Nizhny Novgorod State Pedagogical University (Minin University), Russia

Becoming a teacher is a manifold practice full of excitement and challenge. It begins with the many early experiences one has with his significant others and carries on as he observes teachers through the formal classroom instruction. It completes with specialized training and teaching experiences that last a lifetime for those who choose teaching as a vocation. This research ascertained the influence of instructional competence on the teaching performance of pre-service teachers of the Nueva Vizcaya State University (NVSU), Philippines. As a descriptive-inferential study, this research was conducted at the College of Teacher Education of NSVU and the Department of Education (DepEd) of the Schools Division of Nueva Vizcaya, School Years 2014-2017. A rating scale was used to determine the pre-service teachers' level of instructional competence while their final grades in student teaching constitute their teaching performance. Descriptive statistics were used to shed light to the descriptive problems while inferential statistics such as t-test, F-test, and correlation procedures were utilized to determine the association between and among the variables. Pre-service teachers of NVSU consistently exhibited a very high level of instructional competence. Their teaching performances in the past three academic years significantly differ from one another. When the pre-service teachers exhibited a low command of knowledge, they tended to manifest poor teaching performance. Consequently, when the pre-service teachers demonstrated a high command of knowledge, they performed outstandingly in their practice teaching. The pre-service teachers' outstanding teaching performance is marked by their possession of a high level of instructional competence.

45706 14:20-14:45 | Duck Pond (1F)

Medical Students' Experiences of a Project Design

Guldana Akhmetova, Karaganda State Medical University, Kazakhstan

Vaiva Hendrikson, Karaganda State Medical University, Kazakhstan

Kudaibergen Temirgaliev, Karaganda State Medical University, Kazakhstan

Human capital plays a major role to bring appropriate changes in social and economic areas in any country. In this light, the president of the Republic of Kazakhstan Nursultan Nazarbayev has launched the program Ruhani zhang'yr (translated from Kazakh means Spiritual Renewal). It embodies diverse activities oriented to trigger fundamental shifts in people's mind such as translation of international books into Kazakh, transition to Latin script and many other issues related to modernization of culture. Education is one of the key tool to accelerate a paradigm change. Karaganda State Medical University with its approximate 8000 students is contributing to realization of the program Ruhani zhang'yr as well. At the department of History of Kazakhstan, there have been launched a new pilot project. In the project 25 medical students from General Medicine faculty were involved. Their research interests dedicated to examine issues that may inhibiting the paradigm change. Students have been given ten weeks since October, 2018 and are expecting to present results by the mid of December, 2018. Overall, 5 focus group discussions and 4 semi-structured interviews with invited faculty members and university senior managers and 25 surveys will be conducted to explore this experience. The advantages and disadvantages of the pilot project will be presented in the conference to receive feedback from participants. This will be helpful to improve the pilot project structure and make it more efficient in the next year.

15:00-15:50 | Solitude (1F)

Tuesday Session IV

Inclusive Pedagogy

Session Chair: Amanda Allen

45509 15:00-15:25 | Solitude (1F)

Sexist Language: The Gender-Linked Language in Academic Discourse

Estrella Fajardo, Bulacan State University, Philippines

This study examined the uses of sexist language on the academic discourse and its implications in the halls of academe. Sexist language is a language that values men and devalues women. This gender-linked language has been embedded deeply across languages, more seriously into English language being the language in many fields of endeavour. Despite efforts by many professional organizations to discourage sexism, it still exists in the society through oral and written discourse. This study attempts to present the following: (1) disclose those features of English language that permit cultural biases and socially unjust attitudes towards women; (2) make those who occupy positions of influence (such as members in the Administrative and Management councils) at the Bulacan State University more aware of unintentional biases and subtle sexism; and (3) equip them with relevant guidelines to stay away from using sexist language and apply the gender-inclusive language for more effective and efficient academic discourse in a democratic society such as the academic world. The data used in this research work were collected from the 14 memorandums written by ten member of the Administrative Council and four members of the Management Council. Using the quantitative study, the example words from the memorandums were first isolated and then analyzed against the background of the types of sexist language they represented. Statistical tables and charts were used to represent the data. The study revealed that the most commonly used sexist form is the use of Gender-linked masculine term 'freshmen' (refers to all first year students) and 'chairman' (addressing to female faculty member).

51310 15:25-15:50 | Solitude (1F)

Building Success in Higher Education for Students With Disabilities

Amanda Allen, Texas A&M University-Central Texas, United States

More and more students with disabilities are attending universities today than seven to ten years ago. Essential steps are necessary for many of these students to succeed in this academic setting. Students with disabilities need to self-disclose to receive their necessary accommodations. Many of them were referred by someone else and received accommodations under the Individuals with Disabilities Education Act while in grade school. In higher education, these same students now have to apply for accommodations by themselves through Section 504 of the Rehabilitation Act. Also, faculty members are required to follow only the essential accommodations designated by the university's Department of Student Services. Lastly, university classrooms, materials, and furnishings can hinder both the learning and the teaching process. This research explores approaches that universities and faculty may utilize to help students with disabilities to be successful throughout their college careers. Students with disabilities may be encouraged to disclose their needs through orientations in small groups and benign environments. Also faculty members may be more inclined to refine their instruction if they are provided specific tools rather than asked to refurbish their entire teaching styles and structures. Finally, universities are usually more apt provide structural assistance when the cost is lower. For instance, classrooms may incorporate exercise balls instead of adjustable desks for students who need movement. Students with disabilities are attending universities and colleges. Faculty have an obligation to provide these students with the excellent education they deserve.

15:00-15:50 | Smithfield (1F)

Tuesday Session IV

Workshop Presentation

51226 15:00-15:50 | Smithfield (1F)

The Neue Sehen (New Vision) of Future Design Education

Julie Trueman, Northumbria University, United Kingdom

Roderick Adams, Northumbria University, United Kingdom

Limited research has been published from academics in design exploring how degrees of 'closeness' affect learning and teaching, though scholars in economic geography have postulated the "death of geography" as a result of digitization. To justify the importance of spatial immediacy in developing experiential qualitative learning, Northumbria University initiated an Open Studio at The Bauhaus, Dessau with interior design students, to gain pedagogical insights into the relationships between environmental volume, human interaction and spatial adjacency. Firstly, students interrogated new spatial principles comparing teaching and transitional spaces against the properties of these environments that assist formal and informal learning. The resulting wall friezes, diagrams and models defined how space 'within' and 'without' the design studio can inform, perform and reform the knowledge experience. Secondly, a series of drawing exercises investigated the potential impact of physical closeness versus distant digital instruction (organizational proximity) on effective communication and learning. These mimicked learning settings used by current design students: email-based discussion, face-to-face studio collaboration and communication via social media. The results indicated that distant digital learning was significantly misleading and revealed how variation in human proximities can influence learning with unique and powerful effects, particularly in relation to perceived versus actual distance between peers, tutors and environment. We propose to extend this line of enquiry with a 'digital proximity' workshop, advocating a new relevance for physical versus distant learning in education to trigger and justify new styles of scholarship, underpinned by the philosophy of Gropius to create "the new construction of the future together".

15:00-15:50 | Duck Pond (1F)

Tuesday Session IV

Design & Accessibility

Session Chair: Eunju Hwang

46049 15:00-15:25 | Duck Pond (1F)

Spatial Evaluation of Elementary Schools Libraries: A Prototypical Assessment Instrument

Rohit Kumar, Texas A&M University, United States

Elementary school libraries are no longer spaces where books are stored and read. They are becoming or have become vibrant spaces hosting many activities fostering discovery, knowledge acquisition, expression and exchange. This paper aims at the development of an assessment methodology for such spaces from the perspective of all stakeholders including architects. The evaluation of their performance is essential to define their design criteria to improve their design and construction. The development of such methodology may provide a framework to obtain subjective and objective data of such facilities. The spatial data concerning elementary school libraries, collected through the instrument, is organized as 'Obtainable' and 'Observable'. Obtainable data are gathered from publicly available sources and by requesting the library personnel. Observable data is collected under the categories of 'Form and Environment', 'People' and 'Activities'. The objective of this assessment instrument is the collection of spatial and related data that would eventually allow an evaluation. The library space is to be assessed as a place where learning is facilitated and how the space contributes to it. The assessment instrument has been applied to elementary school libraries of Independent School District in Texas to test its validity. Early indications from testing the efficacy of the assessment instrument show that libraries are lively social spaces. The outcomes are indicative of the direction regarding the design of such spaces in these times.

51513 15:25-15:50 | Duck Pond (1F)

Are LEED Campus Buildings Universally Designed?: Assessments at Virginia Tech

Eunju Hwang, Virginia Tech, United States

Erin Hopkins, Virginia Tech, United States

To create more supportive and inclusive communities, many universities have put forth efforts to provide more universally-designed campus buildings. These efforts have extended to our campus with the university-wide Beyond Boundaries and Inclusive VT initiatives. By bringing these university efforts into an undergraduate housing course, students were able to participate in experiential learning by assessing six newer Leadership in Energy and Environmental Design (LEED) campus buildings within multi-disciplinary teams relating to universal design. Prior to the assessment, students attended public lectures on inclusive and diverse communities. The topics of speakers included diverse consumers, life-span communities, and walkable environments. After attending the lectures, they submitted a short essay reflecting their roles and goals based on their majors which included design, property management, real estate, building construction, and human development. Then, students completed team projects assessing six LEED buildings and conducted assessments on the accessibility of the building and its services, building level sustainability, and street level walkability. Assessment tools were developed based on the Americans with Disabilities Act (ADA) Accessibility Checklist, LEED rating items, and wayfinding observation guidelines. Team project outcomes included a written report and an oral presentation. Results from these deliverables suggest that the sample of six LEED buildings address the ADA accessibility requirements, but it is recommended to make these buildings more universally designed. Specific recommendations include better connections between parking and building entrances, locations of signs inside and outside of buildings, between buildings, curb cuts on sidewalks, and more sitting spaces.

16:05-16:55 | Solitude (1F)

Tuesday Session V

Global Perspectives and Cultural Awareness

Session Chair: Ana Sanchez

45858 16:05-16:30 | Solitude (1F)

Lessons Learned From Novice Global Project Designs: Ramping Up High-Level Collaboration to Build Awareness of Global Issues and Cultural Perspectives

Kevin Oliver, North Carolina State University, United States

Mike Cook, Auburn University, United States

Angela Wiseman, North Carolina State University, United States

Ruie Pritchard, North Carolina State University, United States

Two cohorts of teachers recently participated in a professional development program focused on incorporating global perspectives and activities into K-12 classrooms using contemporary technologies. One part of this program requires teachers to plan and carry out a global project with an international classroom as a means to introduce them to a host country's education system before they study abroad in that country the following summer. This paper summarizes descriptive survey results from 22 teachers and 264 of their K-12 students to depict the types of global projects undertaken along with the key outcomes that were supported (i.e., development of global skills, collaboration, and awareness of global issues and cultural perspectives). Results indicated that teachers new to global project design implemented two primary types of global projects: sharing and comparing cultural information and pen pal projects with either unscripted or scripted topical conversations. Students expressed high interest in global projects, but in these types of projects the topics of discussion chosen (or not chosen) by teachers and students did not lend themselves to developing advanced cultural awareness, and student interaction fell short of higher levels of collaboration. Implications are provided for professional development that prepares teachers to design more comprehensive projects focused on authentic global issues that may better elicit collaboration and expand student awareness of global issues and cultural perspectives beyond the outcomes seen in this study.

45684 16:30-16:55 | Solitude (1F)

Dismantling the Anti-Latino/AS Immigrant Sentiment Through In-Class Readings and Critical Community Service Learning

Ana Sanchez, West Chester University, United States

This paper explores how to dismantle the anti-Latino/a immigrant sentiment in advanced Spanish as a Second Language classes. The political environment these students are exposed to on a daily basis, teaches them, through politicians' discourse and the messages sent by mass media, to perceive the speakers of the language they are learning as the 'other'. Many stereotypes and identities have been placed on Latin Americans by the American society without evidence to support them. In order to dissect this anti-Latino/a immigrant sentiment, I will draw from Freire's theory that human beings are unfinished, in the process of becoming, and, also from a post-structuralism framework where identities are fluid and in constant change. Through in class readings, presentations and, critical service learning as critical pedagogies, students will analyze, discuss, analyze, question and reflect on why and how the American society has perpetuated the oppression and discrimination of Latin Americans. The final goal is to help students become social agents to transform self and society.

16:05-16:55 | Smithfield (1F)

Tuesday Session V

Learner Experience Design

Session Chair: Catherine Lawless Frank

51144 16:05-16:30 | Smithfield (1F)

Learner Autonomy Through One-on-one Writing Conferences in a Redesigned Academic Writing Course

Kim Willcocks, University of Nottingham Ningbo China, China

An important challenge for higher education in the near future is to adapt curricula to foster independent learning and to allow for teachers to guide students along their individual learning paths. This need has led to "The Flipped Classroom" approach, among other innovations. In Japanese, British, and Chinese universities, I devised and taught writing courses that provided much more time than is normal to allow students to work with self-study materials and to use class time to dialogue with their teacher in one-on-one writing "conferences". The idea was to allow students to work at a pace that is comfortable for them and to give the teacher more time to focus on individual needs. The more difficult, but equally valuable, aims were to encourage more student autonomy and provide more meaningful and more truly "formative" student-teacher interaction in the feedback process. My presentation will outline some of the important considerations when setting up such a course, and will present student feedback and teacher reflection. It will also show some of the instructional readings and worksheets, and explain how I tried to make them user friendly and interactive.

46062 16:30-16:55 | Smithfield (1F)

Humanity-Centered Design: A Promising Approach for Preparing Culturally Responsive Educators

Catherine Lawless Frank, University of Dayton, United States

Treavor Bogard, University of Dayton, United States

Urban schools face challenges that are embedded in sociocultural factors that impact academic achievement. Ladson-Billings (1995) asserts that culture and education are intertwined and for teachers to be effective educators, they must understand the culture of their students. Her research determined that effective teachers make a "conscious decisions to be a part of the community from which their students come (p 479)." This immersion into students' community assists teachers in developing shared experiences and enhances awareness of students' lives. Universities emphasize the need for culturally responsive teaching practices but the instruction is typically provided in a classroom setting. This classroom approach often falls short because it lacks the immersion which allows pre-service teachers (PTs) to develop empathy for the complex social situations and problems that urban students often face. One solution to help PTs develop competencies central to culturally responsive teaching is embedding Humanity-Centered Design (HCD) in PT coursework. HCD is a framework for empathetic immersion into a social problem in order to adjust one's thinking and develop high-impact, sustainable solutions. This article will describe how two such HCD projects, a literacy center library and community grocery store/food justice activity, immerse PTs into experiences that foster global mindsets and cultivated dispositions for culturally responsive teaching. Using these projects as cases of HCD in a teacher education program, we examine how the HRD framework enhanced experiential learning pedagogies and helped PTs to develop competencies through participation within diverse student culture in order to inform culturally responsive teaching practices.

16:05-16:55 | Duck Pond (1F)

Tuesday Session V

STEAM (Science Technology Engineering Arts & Math) Education

Session Chair: Isabella Borisova

51164 16:05-16:30 | Duck Pond (1F)

Utilization of Teaching Strategies on the Conceptual Understanding of Selected Topics on General Pathology

Maria Theresa Gonzales, Centro Escolar University, Philippines

In education, there is a great need for enhancing the learning achievements. In Dentistry, General Pathology is considered to be one of the critical areas in concept accommodation; hence, there is a need to explore on how students process information delineating possible incorrect notions about it. One way to enhance the conceptual understanding is to tailor fit the learning activities to the student's multiple intelligences through the utilization of varied teaching strategies such as simulated teaching, use of mental models, and the traditional lecture. This study used the descriptive research design following the pretest and posttest design with control. The multiple intelligences of the participants were determined through the use of adopted Multiple Intelligences (MI) Inventory Test. The researcher prepared General Pathology Concept Test (GPCT) and was used after it has been validated and checked for internal consistency to measure the conceptual understanding of the students on hemodynamics, cardiovascular disorders, growth disturbances, and neoplasia. A pretest was given to the participants after which they had undergone six weeks of teaching strategies which are utilized based on their determined multiple intelligences. A posttest was given after the intervention. The learning activities were assessed through administering a unified test after every lesson. Pretest and Posttest scores were compared using a paired t-test and analysis of variance to determine which among the teaching strategies is the most effective in teaching General Pathology. The study revealed that student respondents possess varied multiple intelligences that can be appropriate to different teaching strategies. Continuous discovery of different teaching learning strategies can be beneficial to prepare students to become professionally equipped.


45793 16:30-16:55 | Duck Pond (1F)

Strategic Analysis Using Potential Strength and Attractiveness Matrix as an Effective Tool for Improving Engineering Education

Mohamed Askar, Southern Utah University, United States

Isabella Borisova, Southern Utah University, United States

Strategic planning in Engineering Education is the process of developing a shared vision of the institution's future and deciding upon the major steps required to move the institution in the right direction. A strategic analysis is one of the key phases and requirements to the development of any strategic plan. The plan creates a road-map for the future, with challenged objectives to achieve and initiatives the institution goals. The strategic planning process determines: • What the institution wants to achieve, usually expressed as strategic goals, and • How to direct the institution and its resources towards achieving these objectives over the next several years, usually expressed as strategic objectives. The external environment has a reflective impact on Engineering Educational Institutions. During last few decades, substantial changes took place in almost every aspect of life including the economy, social structures and even in individual preferences. Existing Engineering Educational Programs should be based on a careful consideration of future trends in society. The main objective of this research is to improve the Engineering Education by implementing the Potential Strengths and Attractiveness Matrix (PSAM). The Matrix includes specific sub-business units, required to be implemented, as a guidance for the strategic plan preparation. A detailed PSAM considers the following inputs: Mission, Vision and Values, SWOT Analysis, Competitive Advantages, Market Survey Studies, Advisory Industry Board Survey, Current Students Survey, Faculty and Staff Survey, and Strategic Planning Committee Report.



Wednesday May 08

Parallel Sessions

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

09:45-11:00 | Solitude (1F)

Wednesday Session I

Emerging Philosophical Perspectives on Learning & Education

Session Chair: Panarat Rohleder

50996 09:45-10:10 | Solitude (1F)

iPads and the Georgia College Cohort Model for Undergraduate Teacher Preparation

Joseph Peters, Georgia College, United States

Georgia College implemented an iPad initiative with our cohort model for educator preparation that includes the junior and senior year of college. All students in the middle grades junior cohort, as well as faculty, were provided an iPad to support learning. Additionally, Middle Grades program faculty completed the Apple Educator credential and Quality Matters training. The Technology faculty member, an Apple Distinguished Educator and media book author, also assisted faculty in creating interactive learning options. The results of the iPad initiative were positive and students will continue to use the devices in their senior year. The Early Childhood Education (preK-5) and Special Education (preK-12) cohorts will also begin using iPads in the fall semester of 2019.

50650 10:10-10:35 | Solitude (1F)

Self-transformation as Professional Training: Lessons From the Camphill Academy

Elizabeth Sanders, University of Aberdeen, United Kingdom

While much progress has been made in terms of protecting rights of access to public spaces and services for individuals with all types of disabilities, the shift from communities of physical inclusion to social belonging is a process which cannot be legislated, but must grow within the context of authentic, interpersonal relationships. The Camphill movement is unique within the field of disability supports and services insofar as its mission has not been to fit individuals with disabilities into a pre-existing social structure, but rather to rebuild social structures and communities from the ground up with the inclusion of individuals with disability at the center. The Camphill Academy, the higher education community of the Camphill movement in North America, offers training programs in professional curative education and social therapy to individuals who live and work within the intentional communities of the movement. Just as the Camphill movement practices the transformation of social and community forms grounded in authentic, interpersonal relationships, the Camphill Academy operates on the assumption that such relationships require self-transformation and openness to the other, and orients its curriculum towards supporting this process. In this paper, I will explore some of the pedagogical experiences of students within the Camphill Academy, including emergent field-based learning, contemplative practices, and artistic modalities which serve to support students' personal transformation as the foundation of professional capacity, the challenges inherent in such an approach to adult education, and how these experiences resonate with contemporary discourse on adult education and professional training.

45814 10:35-11:00 | Solitude (1F)

Strategies for Teaching Team Building, Deploying Communication Strategies Via Advanced Technology

Panarat Rohleder, The Chicago School of Professional Psychology, United States

Efforts in today's work world usually combine the interactions of team members to produce a desired outcome. Thus, learning how to work with others is important as it is vital for success. Today, there are impacts from both globalization and technology. The student body is more diverse than before, and the ways of communication have changed. Thus, teaching how to work as a team for the purpose of achieving high performance can be challenging. However, this can be accomplished by using advanced communication strategies. Communication has to be clear, and can be done via both in person, and using the latest technology to facilitate these teaching strategies as outlined below: 1. Understanding the differentiation of others which includes learning styles: using MBTI test at the beginning of class. 2. Inclusion discussion: everyone has a chance to speak during the discussion. 3. Team feedback: each team member receives feedback from the instructor and peers. 4. Team evaluation: using team evaluations for grading. Thus, the instructor has to understand both the diversity and the updates in technology. In this way, he or she will be able to have effective communication with leadership in the classroom for success. Especially, the use of the latest technology may be considered as a great toolset for motivating and engaging the student. In this way, these motivational efforts will both facilitate and optimize educational effort to accomplish desired objectives and provide a rich learning environment for students.

51054 09:45-10:10 | Smithfield (1F)

09:45-11:00 | Smithfield (1F)

Wednesday Session I

Instructional Design and Learning Sciences

Session Chair: Natalie Toomey

Higher-order Thinking Skills, Academic Interest and Self-efficacy in Problem-based Learning

Soo Eun Chae, Gangneung-Wonju National University, South Korea

Mi Suk Lee, Gangneung-Wonju National University, South Korea

This study examined whether problem-based learning (PBL) contributes to the development of students' higher-order thinking (HOT), and the development depends on levels of students' motivation (i.e., interest and self-efficacy). Using 89 college students enrolled in Educational Psychology classes from South Korea, we conducted a t-test and repeated measure analysis to see their changes in HOT, interest, and self-efficacy and the interaction between the variables. We found students' HOT scores increased significantly after PBL than before. Further, a repeated measure ANOVA showed students belonged to HOT or lower-order thinking (LOT) groups at both the times increased their level of motivation steadily. However, the level of motivation of the students who belonged to HOT at the beginning but LOT at the end increased much more than the other three groups. On the other hand, the level of motivation of the students who belonged to the group which changed from HOT before PBL to LOT after PBL decreased after PBL. This suggests that use of PBL class should be carefully considered according to the students' HOT types and motivational changes.

45728 10:10-10:35 | Smithfield (1F)

Classroom Management Approaches and Teaching Effectiveness of Teacher Education Faculty of a State University, Philippines

Bonimar Afalla-Tominez, Nueva Vizcaya State University, Philippines

Fitzgerald Fabelico, Nueva Vizcaya State University, Philippines

Sanny Dangis, Nueva Vizcaya State University, Philippines

Demetria Corpuz, Nueva Vizcaya State University, Philippines

Gail Gumilet, Nueva Vizcaya State University, Philippines

The success or failure in the teaching-learning process lies on the teacher's abilities and skills in teaching and managing the different facets of classroom management. This research ascertained the association between and among the approaches of classroom management and dimensions of teaching effectiveness of teachers at the Nueva Vizcaya State University, Philippines. As an inferential research, this study utilized the university's teacher education faculty members and students who were randomly selected as respondents. A rating scale on classroom management which was content validated was used to determine the level of classroom management approaches while the National Budget Circular (NBC) #461 Qualitative Contribution Evaluation (QCE) instrument for instruction was used to determine the level of teaching effectiveness of teachers. Means were used to describe the descriptive problems while t-test, F-test, Post-hoc test, Pearson r and multiple regression were used to determine the associations between and among the variables. While teachers thought that they greatly practiced the different approaches to classroom management, relatively young adult teachers were observed by their students to be moderately practicing the authoritarian, group process, socioemotional-climate, and cookbook approaches to classroom management. Regardless of the identified characteristics, teachers continually displayed a very satisfactory teaching effectiveness. When the teachers greatly practiced the different approaches to classroom management, they tend to exhibit a significant teaching performance. The remarkable teaching effectiveness of teachers was connected to their great practice of authoritarian, instructional and group process approaches to classroom management. The remarkable teaching performance of teachers was best predicted by their management of learning, knowledge of subject matter and commitment.

51666 10:35-11:00 | Smithfield (1F)

Systematic Design to Enhance Learning: Multimedia Resources in Online Learning

Misook Heo, Duquesne University, United States

Natalie Toomey, Duquesne University, United States

The purpose of the study was to investigate how dynamic (i.e., animated visuals with narration) versus non-dynamic (i.e., static visuals with narration) multimedia learning resources and spatial ability relate to learning outcomes. The study hypothesized that learning outcomes would differ more distinctly between lower and higher spatial ability learners when using non-dynamic resources as dynamic resources benefit individuals with lower spatial ability more and thus reduce the learning outcome differences (in line with the compensating hypothesis). In this observational study, multimedia resource type and spatial ability were the independent variables. Learning outcomes, as measured by the number of correct responses in procedural knowledge learning tasks, were the dependent variables. A total of 246 participants were solicited on a voluntary basis from an undergraduate student population. All participants were directed to an online survey consisting of two, time-limited learning tasks and one, spatial ability test. Participants were randomly assigned to one of the two, multimedia resource groups. The study found that spatial ability was an acceptable predictor of learning outcomes, especially for the animation group (e.g., $r^2=0.357/0.278$ animation versus $r^2=0.176/0.219$ static, $p=0.000$). Relatedly, there was a strong, positive correlation between spatial ability and learning outcomes, especially for the animation group (e.g., $r=0.605/0.536$ animation versus $r=0.431/0.479$ static, $p=0.000$), thus resulting in rejection of the study hypothesis. This study provides empirical evidence supporting the enhancer hypothesis, in contrast to the compensating hypothesis, suggesting that higher spatial ability individuals have a greater cognitive capacity to more efficiently use dynamic learning resources.

46096 09:00-09:25 | Solitude (1F)

09:45-11:00 | Duck Pond (1F)

Wednesday Session I

Workplace Learning

Session Chair: Claretha Hughes

Boston Engineering: A Case Study of Innovation, Startups, Development, And Implementation

Andrea Taylor, University of Phoenix, United States
Josephine Hauer, University of Phoenix, United States
Rilla Hynes, University of Phoenix, United States
Felix Santiago, University of Phoenix, United States
Rose Littlejohn, University of Phoenix, United States

Companies continue to seek ways to build creativity and innovation in their organizations. Innovation is a key organizational element for success in the global economy and securing talent for the future as demand for new products and fresh services drives the economy. Innovation is also discovering new ways to do things useful to business like harnessing creativity, developing useful applications, providing results that are replicable, affordable, and address a need. Startups are uniquely successful in this area. One such startup is Boston Engineering, the focus of this case study. Boston Engineering's vision is to improve the way people work and live through innovative product design and novel engineering. The organization helps other companies develop and implement their innovations, managing the entire product development process, from ideation to supply chain development. The unique interaction of multiple teams working on innovative solutions for clients demonstrates creative leadership and communication strategies. The startup company counts clients in many fields, including consumer products, defense and security contractors, industrial business, and medical device development. Taylor, Santiago, Hauer, and Hynes provide a much-needed discussion on leadership, diversity, and creating an innovative organizational culture. Original visual graphics and exercises lead the reader through the research on effective leadership, communication styles, and ways to build diversity in organizations. Relevant, real-world examples are shared throughout the study in this practitioner-based research. This case study explores how an innovative tech company finds and retains creative people as well as building successful relationships with customers.

50325 09:25-09:50 | Solitude (1F)

Case Study: Creative Leadership and Diversity in a Manufacturing Tech Company

Rilla Hynes, University of Phoenix, United States
Bethany Mickahail, University of Phoenix, United States
Rose Littlejohn, University of Phoenix, United States
Andrea Taylor, University of Phoenix, United States
Carlos T Aquino, Ana G. Mendez University, United States
Josephine Hauer, University of Phoenix, United States

Organizations seek ways to build innovation and creativity within their workforce and processes. Although researchers have established innovation is a key element of organizational success in the global business economy, there are gaps in the knowledge base of creating innovative, creative organizations. The influence of leadership on innovation is established but further studies are needed on the effects of different types of diversity, communication, and leadership within teams. This qualitative case study explored the phenomenon of leadership and diversity implementation to support innovation in a global tech manufacturing organization. Original visuals map interconnected topics and their relationships in building creative and innovative organizational cultures. Diversity, teams, and leadership present a one to many relationship; the leader may not have the intrinsic knowledge of all the team cultural and social issues. The study found a leader will be required to demonstrate an appropriate style, supply resources, and organize with the diverse work teams. Further topics of interest in the study include leadership's vision and communication, and leadership's relationship with culture and innovation. Discussions of interest include building innovative organizations through diversity, how creative leaders lead during times of change, identification of performance indicators in a diverse culture, and exploration of diverse environments for innovation and cultural change. This case study was undertaken to explore leadership and diversity implementation. The study focused on a global, innovative company in the technology field. The topics explored include leadership, diversity implementation, vision, culture and innovation, and leadership growth for the future.

46023 09:50-10:15 | Solitude (1F)

Designing and Managing Technology Innovation Training and Development: Emerging Trends for Middle Skill, Low Skill, And Disadvantaged Workers

Claretha Hughes, University of Arkansas, Fayetteville, United States

As the world economy continues to adjust to technology innovations and prepare for the changing demographics and generational differences within the workforce, there is a need to manage the employment and skill development needs of middle skill, low skill, and disadvantaged adults. Exposing these workers to the skills they need to compete globally is essential to the success of corporations. Their success is essential as organizations seek to expand their workforce and increase productivity using technology. Temporary agencies employ many of these workers; however, there is very little information accessible regarding how effective these agencies are in developing these workers beyond the skill level with which they enter the agency. More research is needed to develop competencies across industries for technology innovation training and development of these workers. To be successful at designing and managing training and development for middle skill, low skill, and disadvantaged workers, HRD professionals must consider several questions. 1. How can HRD professionals contribute significantly to the development of middle skill, low skill, and disadvantaged employees' continuous learning and development related to technological advances both inside and outside their organizations? 2. If HRD professionals' internal workplace efforts are creating value for outside stakeholders (i.e. customers, their communities, entrepreneurs seeking to hire already developed employees, etc...), why can they not create that same value for middle skill, low skill, and disadvantaged workers seeking employment?

51662 11:15-11:40 | Solitude (1F)

11:15-12:05 | Solitude (1F)

Wednesday Session II

Intercultural Learning

Session Chair: Michael Cook

Intercultural Learning in a Residential Environment Design Class

Eunju Hwang, Virginia Tech, United States

Mira Ahn, Texas State University, United States

In developing a multi-cultural design project for a small design seminar class (N=12), two instructors in Residential Environments at a land-grant university (LGU) and Interior Design at a Hispanic-Serving Institute (HSI) collaborated during the Fall semester of 2018. To provide more intercultural learning environments, they organized a series of activities to complete a five-week shipping container home design project for families living in Colonias in Texas which is located in the U.S. and Mexico border region. Before the project started, students took diversity training on bias. After the training, they submitted a short reflection essay on their bias and cultural sensitivity. Then, in research phase, students summarized research articles on Colonias and interviewed HSI students to learn more about the community and their direct or indirect experiences with it. Their interview materials were reviewed by the instructors and received feedback from the university diversity training team. Their interview questions include cultural activities, meaning of home, and specific design elements. Students shared their interview process and did a process presentation with inspiration collages which showed their visual interpretation of the cultural aspects. Finally, the tasks at design development phase were organized based on unique learning contracts between the instructors and students which gave them a freedom to come up with their own list of tasks and interim deadlines to complete the project in time. In a presentation, the instructors will share the diversity training module and students' reflection, sample learning contract letters, and their design outcomes, as well as challenges faced.

45857 11:40-12:05 | Solitude (1F)

Teacher Professional Development in an International Context: Fostering Intersections Between Technology and Culture

Kevin Oliver, North Carolina State University, United States

Ruie Pritchard, North Carolina State University, United States

Angela Wiseman, North Carolina State University, United States

Michael Cook, Auburn University, United States

One U.S. college of education has offered a teacher professional development program in an international context (i.e., four different European countries) to six cohorts or 108 teachers. The program prepares teachers to use emerging technologies to introduce cultural lessons to and enhance the cultural understanding of their own students. Weekend classes on campus are followed by a short-term study abroad period with further classes and cultural excursions. Participants create a portfolio of technology projects across three categories: cultural connection, collection, and reflection. Cultural connection projects encourage teachers to interact with the host culture through a global collaborative project conducted in the spring before travel abroad, and through stipends to book experiences with locals from which critical incidents are represented with technology tools. Cultural collection projects encourage teachers to research a cultural theme of interest with collected information, data, and media represented on digital maps, timelines, and photo collections. Cultural reflection projects encourage teachers to learn writing strategies for reflecting on other cultures' education systems, literature, media, and people, with multimodal reflections produced in appropriate forms such as travel writing. In 2018, an impact study was initiated to study the effects of this program on the teacher, his or her teaching and students, and any unexpected impacts. A representative sample of 40 teachers responded to primarily open-ended questions about this program for a response rate of 37%. In this presentation, we share synthesized benefits of this program and best practices for implementing teacher professional development in an international context.

11:15-12:05 | Smithfield (1F)

Wednesday Session II

Artificial Intelligence and Educational Neuroscience

Session Chair: Eric Shyman

Online Teaching in a Mobile Era: Pedagogy, Policies, and the Cultural Transformation

Martin Sueldo, UNC Chapel Hill, United States

As we continue to be more involved in a Digital Era, we are starting to understand some of the changes that are happening around us. The internet was a big transformation for education, and most people became easily aware of this transformation. However, there was another change that many have not fully perceived: the mobile connection to the internet and its effects on education. Currently, individuals are experiencing an extension of their memory, we can store our whole life and take it with us everywhere using a mobile device (cellphone or tablet). These became our own extensions, they are small size devices with endless access to information, data, and functions. Teaching is social in nature, and that is why this presentation approaches the changes and transformations within digital mobile devices and its effects on education. By acknowledging this cultural and social change, we can start to discuss the meaning and scope of online teaching, which ultimately can lead to a pedagogy and a better understanding of a new cultural frame. Hence, some of the questions this presentation will address will be: What is an online teaching pedagogy? How education is affected by mobile devices? By trying to address these questions, we will also understand how critical could be fostering informed policies for educational institutions.

45841 11:40-12:05 | Smithfield (1F)

Teaching to the Brain: Using Brain Imaging to Inform Classroom Practice for Individuals with Learning Challenges

Eric Shyman, St. Joseph's College, United States

Using brain scans and other neuroimaging techniques, the presenter will demonstrate how advancing knowledge in neuroscience can be used in classroom practice and instructional decision making for students with Autism Spectrum Disorder, ADHD, and Specific Learning Disabilities such as dyslexia and dysnomia. Participants will become familiar with matching neurological information with individualized instruction for students with various learning challenges. The presenter will characterize differences in structure and function of individuals by showing and explaining brain scans such as MRI and fMRI, as well as other neuroimaging techniques such as pupillary tracking. Using these images, participants will begin to understand the potential neurological explanations for why individuals with these conditions may behave or respond in particular ways, and how various instructional techniques and activities can engage these neurological preferences for delivering strengths-based instruction.

Keynote Presentation & Closing Address: Stephen Harmon

Creating the Next in Education. On the Road to the University of 2040

Wednesday, May 08 | 12:05-13:00 | Latham Ballroom

Georgia Tech's Commission on Creating the Next in Education (CNE) is an ambitious and visionary effort to draw with broad strokes the defining technological university of the year 2040 and beyond. The Commission was formed because many are convinced that by the second half of this century the Georgia Institute of Technology will be different from the university that had matured and prospered in the nineteenth and twentieth centuries. Georgia Tech's mission demands the Institute examine the choices that lie ahead and make plans for a future that, however uncertain, is bound to present opportunities and challenges that cannot be understood as incremental changes in the status quo. This presentation discusses drivers of change in higher education and presents the report of Georgia Tech's CNE commission on what higher education may look like in 2040.



Stephen Harmon

Dr Stephen Harmon serves as associate dean of research at Georgia Tech Professional Education (GTPE), director of educational innovation at the Center for 21st Century Universities (C21U), and as a professor at the Georgia Tech College of Design. At GTPE and C21U, he leads the invention, prototyping, and validation efforts associated with educational innovation and with managing facilities available to all Georgia Tech researchers and faculty members.

His previous position was professor and chair of the Learning Technologies Division in the College of Education and Human Development at Georgia State University.

After majoring in English literature at Furman University, Dr Harmon moved to Upper Egypt to teach fourth-grade English for two years. While traveling through the Middle East and Africa, he realized the tremendous need, and scarce resources, for education and training in developing countries. He returned to the US and earned a masters and doctorate in instructional technology, with a cognate in global policy studies, from the University of Georgia.

Dr Harmon's research centers on educational uses of emerging technologies and has, for the last few years, focused on transforming higher education to better meet the needs of modern students and society. He is a past president of the Association of Educational Communications and Technology, an international professional association of thousands of educators and others whose activities are directed toward improving instruction through technology.

Dr Harmon also conducts research on educational technology in developing countries. He has worked in several Middle Eastern and African countries, including as a consultant for USAID's Education for Development and Democracy Initiative, in Botswana.

Dr Harmon has over 120 professional publications and presentations, and was the 2011 recipient of Georgia State University's Innovative Instruction Award. He was the spring 2016 commencement speaker at Georgia Southern University.

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50910

A Method to Predict Students' Success in Distance Online Courses

Anna Toom, Touro College, United States

Information technologies change the entire structure of the educational process. Its aspects – academic, administrative, technical, communicative, and personal – acquire specific traits in the framework of online education. Scholars and practitioners nowadays face the task of developing new methodologies of assessing and predicting students' success in online classes. One of such methods is described in this work. It consists of 3 stages: 1. Creating a brochure which contains important information about the educational process in the framework of distant online programs and requirements for successful studying in online courses; 2. Preparing a questionnaire based on brochure, whose questions allow to determine if students master many-sided knowledge needed for their online studying successfully; 3. Conducting a computer-based survey which allows to discover if the questionnaire is: a) complete, that is all the five aspects of the educational process are represented there, b) adequate, that is it includes two basic types of questions: single (having its answer in one situation described in the brochure) and multiple (having its answer in more than one situation), c) comprehensible, that is all questions are correctly understood by the questionnaire's respondents. 105 graduate students, which took the online courses taught by the study's author in 2017-2018, participated in this survey. The data received were analyzed with the use of Spearman correlation method. The results showed that the instruments created to predict online students' success meet the requirements and will be useful in further work on the declared topic.

51684

A Study of Gender Differences among the Representation of Inquiry-Based Learning, Conceptual Understanding and Self-efficacy Exhibited by the College Students

Ying-Feng Wang, National Taichung University of Education, Taiwan

The study was aimed to investigate the gender differences among the representation of inquiry-based learning, conceptual understanding, self-efficacy exhibited by the college students. According to Taiwanese national curriculum guidelines, scientific inquiry and operation are addressed in science teaching and learning. Approximately forty college students who took a three-semester-hour course emphasized in science teaching and learning at the National Wise University of Education. In this study, a variety of activities were designed to implement the inquiry-based experimental design such as green energy vehicles made by the Gigo building blocks and the utilization of recycle materials. The essence of Maker education was applied in the science experimental design. The instruments were the checklist of mind maps and the questionnaires concerning about the conceptual understanding and self-efficacy of scientific inquiry developed by the researcher. The validity and reliability of the instruments were examined by the senior science researchers and pilot study. Data were collected from the college students' mind maps, questionnaires, and personal interviews. The results indicated that female students performed as well as the male students. Many good experimental design and delicate products and were performed by female students. More divergent thinking and details were presented in the mind maps of the female students than the male students. There were no significant differences between female and male students exhibited their science conceptual understanding and self-efficacy. It is recommended that integrating scientific inquiry and maker education to enhance both female and male students' conceptual understanding and self-efficacy in college science learning.

45986

Learning Beyond Classroom for First Year Students

Sada Jaman, LaGuardia Community College, United States

Ahmed Abdelhalim, LaGuardia Community College, United States

LaGuardia Community College (LAGCC) presents the opportunity for faculty to build a strong connection with students through the co-curricular learning. LaGuardia supports at various stages so that LaGuardia students can get an opportunity to learn not only inside the classroom but also outside the classroom. Students participating in co-curricular events is crucial for their academic success. In other words, students who are involved in co-curricular activities tend to remain engaged throughout their academic journey. Studies show active involvement in beyond classroom experience facilitate the students to gain a holistic experience. Faculty in their First Year Seminar (FYS) courses seek ways to create a deeper level understanding of the students' academic needs and skills through co-curricular practices. FYS students are strongly encouraged to participate in co-curricular activities that not only cross the traditional boundaries of disciplines but also show how they can transfer skills and knowledge to their future courses. Thus, FYS students participating in Co-Curricular events achieve a better understanding of their academic needs and philosophy of a holistic First Year Experience. Students are asked to complete a short reflection on their outside classroom learning experience. Presenters will share their integrative pedagogy and practice to approach the "whole student," in cultivating their outside classroom learning experience. The audience will get an opportunity to think about how they can incorporate an activity to engage students through co-curricular practices into their pedagogy.

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50644

Perceived Attitudinal Changes in Students of Igbo Ethnic Group Nigeria Towards Acquisition and Learning of English

Christiana Nneoma Onuh, Imo State University, Nigeria

Second Language Learning involves a progression from the learners total being towards the attainment of a different attitude and language. Regardless of the purposes for learning a second language, learners form different attitudes. This study investigated the influence of English on the attitudinal changes of the learner in Igbo ethnic group Nigeria. Five hundred and forty (540) Senior Secondary school students were randomly selected on the bases of the Igbo language as their first language (L1). Data collection was a questionnaire constructed in the Likert five-point scale, based on the following research questions: What are the existing evidence that the process of learning a second language affects the students' attitude and sense of belonging to their community? What are the intrinsic and extrinsic factors that motivate Igbo students to learn a second language? Opinions of the respondents were analysed using simple percentages based on the Likert five-point scale. Results showed that high percentages (99.97%) of the students were motivated to learn English either to obtain a university degree, to help learn other languages, to find good job, or to catch up with economic and technological trends in the world. Higher percentages (99.98%) of the students also strongly agreed that they have sense of attitudinal changes while learning English. These observations therefore, were linked to the influence of the English language on the students. These indicated that English use in Igbo ethnic group Nigeria, exerts a remarkable influence on the attitude of the average learner. Therefore, Learners' immediate short-term interests such as elevating their status through learning English should be modeled to avoid possible negative effect on learners' attitude that may conflict with native cultures and norms.

45884

Exploring Perceptions of and Experiences with Secondary Education in a Protracted Refugee Camp Situation

Jessica Msofe, Lakehead University, Canada

In Tanzania's Nyarugusu Camp, one of the world's largest and most protracted refugee camps, only 7% of youth are enrolled in secondary school. These rates are surprising, especially considering that primary school enrollment rates stand at nearly 80% (UNHCR, 2017 March 31). This study, which is in-progress, explores the question of what it means to be a secondary school student in Nyarugusu Camp. Much of the literature on refugee education has focused almost exclusively on organizational aspects of planning and monitoring education (Kirk & Winthrop, 2008), and much of the research that has been done on student and community perspectives in relation to education tends to be conducted by stakeholders (eg/ UNICEF, UNESCO, UNHCR, International Rescue Committee), which has significant potential to be undertaken for certain objectives (Pottier, 1996). Therefore, differing perspectives and lenses are required to gain more of an understanding of youth's experiences and perceptions, and to give voice to the constructions that youth make of their situation and experiences (Woodgate, 2000). This study uses a symbolic interactionist framework and grounded theory methods, including written responses, individual interviews, and observation. Grounded theory will be used in an attempt to build a theory that helps to explain how this aspect, secondary education, "works" or functions in Nyarugusu Camp. Whether or not that theory might be substantive, or transferable to other refugee camp settings, remains to be unseen. This study has been approved by Lakehead University's Research Ethics Board and data collection is currently underway.

46026

Students Gain Sense of Social Responsibility for a Positive Social Change

Mazeda Qayaum, Western Standard International School, Bangladesh

Md Mahmudul Hasan, Dhaka Bank Limited, Bangladesh

In the spirit to make a positive social change in an underdeveloped area located in Bangladesh, Western Standard International school administration incorporate various pedagogies to enhance students' learning. There are 64 districts in Bangladesh, and the education system in these districts only get 14.4 % of the national budget. Most of these districts are underdeveloped and their primary schools do not get enough educational funds to implement improved pedagogies nor upgrade the classroom technologies. The Western Standard International School presents the opportunity for classroom teachers to build a strong bonding with students through various pedagogical strategies to foster personal development on social change. The school administration strongly encourages the classroom teachers to provide an innovative learning atmosphere so that students can become innovative thinkers. Teachers in grade 4 provide a group activity for the students where they reflect on their strengths and weakness to recognize how their skills can foster positive social change. Educators seek to increase the use of technology to enhance students' learning experience in fostering a clear understanding on the communities' needs. The outcome contributes to improved community by fostering students' holistic role in the society. Students participating in innovative thinking process gain critical thinking and problem solving skills. Other academic institutions may incorporate the findings from this presentation on how they can incorporate pedagogical activities to improve Students' performance for a positive social change in the community.

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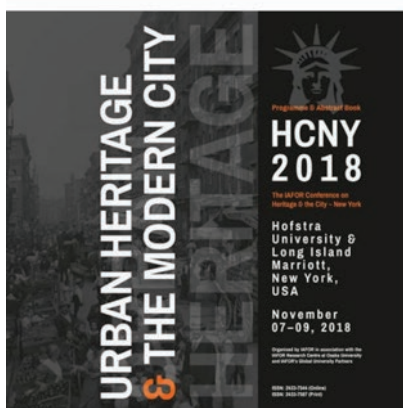
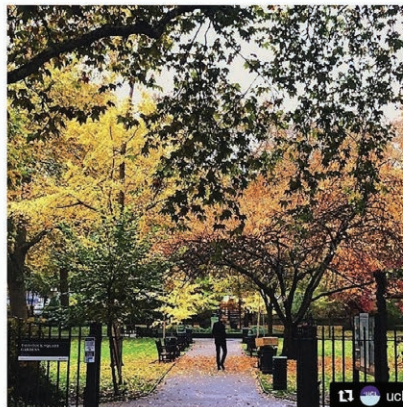
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Conference Highlights: The Past 12 Months

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Here are some highlights from the past twelve months, from our events in six cities, in five countries, and over three continents.



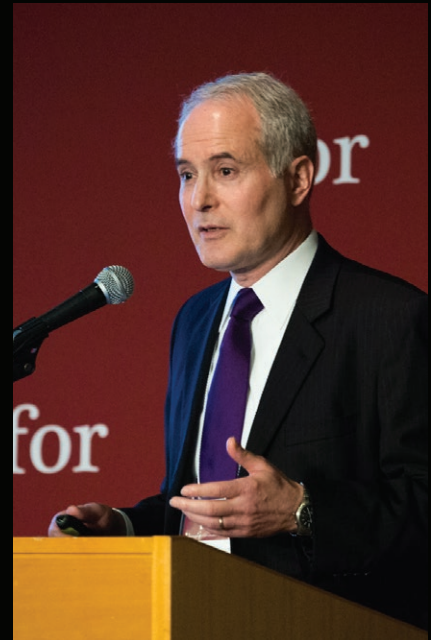
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Above: The 10th Asian Conference on Arts and Humanities (ACAH2019) opened with a great plenary line up on the theme of "Reimagining the Future". Renowned curator Dr Yutaka Mino (**above left**), Director of the Hyogo Prefectural Museum of Art, was the first keynote and spoke of encouraging aesthetic sensitivity in the young by creating exciting and open museum spaces. He was followed by the world's leading expert of the Great Wall of China, and its most prominent international protector, William Lindsay OBE (**above center**) speaking on preserving the past to preserve the future by documenting this great cultural heritage site. Former Dean of the Medill School of Journalism, Professor Brad Hamm (**above right**) spoke of the extraordinary role of big technology companies in global and local communities, media and journalism, the economy and the daily lives of adults and children.

Below: Filipino documentary photographer Ezra Acayan (**below left**), Grand Prize Winner of the 2018 IAFOR Documentary Photography Award, takes questions from the audience during an interview moderated by Professor Hamm. Launched in 2015, the IAFOR Documentary Photography Award is an international photography competition that seeks to promote and assist in the professional development of emerging documentary photographers and photojournalists. Heather Croall (**below right**), Director and CEO of the Adelaide Fringe Festival, spoke on how a Fringe festival can offer cultural transformation to a city as a way of "reclaiming the future". The Adelaide Fringe is the Southern Hemisphere's largest annual arts festival and the second-largest Fringe in the world after Edinburgh.





Think Tokyo, The 9th Asian Conferences on Psychology & the Behavioral Sciences and Ethics, Religion & Philosophy (ACP/ACERP) were held in Tokyo, in March 2019, and invited interdisciplinary research on the conference theme of “Value and Values”.

Above: Organising Committee member, Professor Dexter Da Silva (**left**) welcomes delegates to the conference. Leading educational psychologist, Professor Mimi Bong (**center**) speaks on what leads people to study and why. Governance guru, Nicholas Benes (**right**), delivered a keynote on “The next 50 years”, looking at the many challenges that lie at the intersection of ethics, philosophy, psychology, and values that may affect the worth of what we own, the enjoyment we derive from living, and even our survival as a species.

Below: Dr George Chryssides (**below left**), one of the world’s leading authorities on religion and new religions, asks “Are Religious Values Paramount?” in his irreverent and wide-ranging keynote address, before Professor Satoru Nishizawa (**below right**), Chairman of the Japanese Society for Prevention of Child Abuse and Neglect, delivered a powerful presentation on the “Psycho-Social Characteristics of Child Abusing Parents and Families”.

Bottom: Renowned historian and Buddhist priest, Dr Brian Victoria (**bottom left**), speaks on values at the intersection of religion and tolerance, before law professor Dr Frank Ravitch (**bottom center**) of Michigan State University delivered a powerful plenary with a focus on law, religion and politics in the US. Professor David Putwain (**bottom right**), Chair of the Psychology of Education Section of the British Psychology Society, delivered a keynote on “The Value of High-stakes Exams: Do Teachers Help or Hinder?”.





Above: The 5th Asian Conference on Education & International Development (ACEID2019) was held in Tokyo in March on the theme of “Independence and Interdependence” and opened with former UN special rapporteur to Myanmar and internationally recognised jurist, Professor Yozo Yokota (**above left**), who delivered a keynote on education and displaced peoples, before taking part in an interactive panel discussion. Professor Haruko Satoh (**above right**) of Osaka University and Co-Director of the OSIPP-IAFOR Research Centre, delivers a keynote on the challenges of the multicultural classroom in a Japanese university context.

Below left: Building university partnerships across national borders was the subject of a lively panel discussion with (**from left to right**) Dr Justin Sanders, now Director of Continuing Education at Temple University, Japan and panel moderator; Dr Naoki Umemiya, Director of the Technical and Higher Education Team, at the Japan International Cooperation Agency (JICA); Professor Mark Williams, Vice-President of International Academic Exchange at International Christian University, Tokyo; Suvendrini Kakuchi, Tokyo Correspondent for University World News, and Chie Kato, Senior Associate Dean at Temple University, Japan.

Bottom: Delegates at ACEID gather for a group photo after the main plenary session. The conference saw some 200 participants from more than 35 countries.





IAFOR began its 2019 in Honolulu, Hawai'i with a joint plenary session of the IAFOR International Conferences on Education (IICEHawaii) and Sustainability, Energy and the Environment (IICSEEHawaii), with Dr Christina M. Kishimoto (above left), Superintendent of the Hawai'i State Board of Education, Dr David Lassner (above center), President of the University of Hawai'i, and Dr Richard R. Vuylsteke (above right), CEO of the East-West Center. The panel was chaired by Dr Joseph Haldane, Chairman and CEO of IAFOR and entitled "Education and Sustainability: Local Lessons from Hawai'i", and three of the State's leaders joined to give their reflections on leadership and positive change around the conference theme of "Independence & Interdependence".

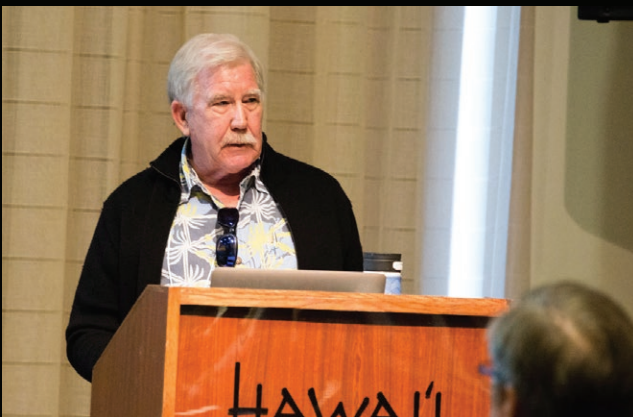
Below: Professor Nathan Murata (top left), Dean of the College of Education at the University of Hawai'i at Mānoa (UHM), welcomes delegates to the conference, following the traditional Hawaiian Oli ceremony, opening and blessing of the conference by Auntie Kehaulani Lum and Uncle Bruce Yoshio Keaulani (top right). Dr Amanda Müller of Flinders University (bottom left) conducts an interactive workshop discussing the opportunities gained through conducting interdisciplinary research and the benefits of team-based research projects. Volunteer graduate students from the College of Education at the University of Hawai'i at Mānoa (bottom right) relax during a lighter moment in the conference.





Above: Dr Deane Neubauer (above left), Professor Emeritus of Political Science at the University of Hawai'i at Mānoa (UHM), moderates a wide-ranging plenary panel on "Independence and Interdependence", looking at the challenges faced by teachers and policymakers as they prepare students for the unknown in a rapidly changing world. Held in collaboration with the Asia Pacific Higher Education Research Partnership (APHERP), which conducts a wide range of policy-focused research with a special focus on higher education, this panel included presentations by Professor Joshua Mok Ka-ho (above center), Vice-President and concurrently Lam Man Tsan Chair Professor of Comparative Policy of Lingnan University, and Dr Sela V. Panapasa of the University of Michigan (above right). Dr Panapasa looked at questions of demography, race and ethnicity, measuring health and education disparities.

Below: Professor David P. Ericson (top left), Professor of Philosophy of Education and Educational Policy Studies in the Department of Educational Foundations, at UHM gives a historical overview of formal education and systems, in order to then offer possible projections of where we might be heading in a thoughtful address as part of the "Independence and Interdependence" plenary panel. Dr Keiichi Ogawa (top right), a Professor/Department Chair in the Graduate School of International Cooperation Studies at Kobe University in Japan, delivers a Keynote Address on "SDGs and Education: Sustainable Financing for Early Childhood Care and Education (ECCE) in Viet Nam, Laos and Cambodia". Bottom: Delegates join for a group photo on the steps of the Hawai'i International Convention center. Over 300 people from 45 different countries attended the 2019 IAFOR conference.





"Urban Heritage and the Modern City" was the theme of The IAFOR Conference on Heritage & the City, held in partnership with Hofstra University, New York. Academics from more than 25 countries attended the conference to "help build the concept of 'urban heritage' as the foundation for developing pioneering methodologies for the study of cities".

Above from left to right: Academic, actress and theatre director, Professor Jean Dobie Giebel (Hofstra University) welcomes delegates; Professor Mark Lukasiewicz, Dean of the School of Communication at Hofstra University, delivers a Keynote Presentation on "Alternative Facts"; Professor Gregory Pell (Hofstra University), an expert on artistic correspondence between cinema and film, speaks as part of the Featured Panel on "Urban Heritage and the Modern City". Panelists responded to the proposition that the "diversity and otherness of the new city-space requires us to study the city as a sort of cultural heritage collage," and "urges us to consider new methodological paradigms".

Below, clockwise from top left: On the same Featured Panel were Dr Rodney Hill of Hofstra University, a prominent film scholar and archivist who considered the role of visual and filmic versions of New York, and Professor Alfonso J. García Osuna, who looked at literary interpretations of the city. IAFOR Vice-President, Professor Ted O'Neill of Gakushuin University, Japan, with IAFOR Scholarship winners, Ioannis Vardapolous of Harakopio University (Greece), and H. Kubra Gur Duzgun of Mimar Sina Fine Arts University (Turkey). Dr Ljiljana Markovic, Dean of the Faculty of Philology at the University of Belgrade, Serbia, spoke of cities as places of both conflict and compromise, as well as cooperation and reconstruction. Professor Markovic has been interested in the role of the university at the very heart of civil life in Serbia, where she also serves as a city councilor.





Top left: Professor Leonard K Cheng, President of Lingnan University, Hong Kong, welcomes delegates to the IAFOR Conference on Higher Education Research (CHER-HongKong2018), before delivering his keynote presentation, "Innovation and Entrepreneurship at a Liberal Arts University? The Experience of Lingnan University". The Conference was held in association with the Asia Pacific Higher Education Research Partnership (APHERP). **Top right:** Professor Anthony Welch, of the University of Sydney, Australia, delivers a Keynote Presentation, "Innovation, Entrepreneurship and the Shift to the East", to a packed room in Lingnan University, in which he detailed the massive increase in research and development budgets and output from China.

Below, clockwise from top left: Dr Xu Di from the University of Hawai'i at Manoa, USA, gives her Featured Presentation titled "Value, Innovation, Entrepreneurship: An Ethical Perspective for Global Education, Research & Development". Professor Deane Neubauer from the East-West Center, USA, and co-director of APHERP, gives a Featured Presentation on "Recalculating Higher Education in the Asia Pacific Region within the Emerging Fourth Industrial Revolution". Professor Catherine Montgomery, University of Bath, UK answers questions following her Featured Presentation on the impact of innovation and entrepreneurship on education. Professor Yuto Kitamura, The University of Tokyo, Japan, gives a Featured Presentation on "The Impact of Internationalization of Higher Education in Asia on Cooperation Among Diverse Stakeholders: International Cooperation to Promote Entrepreneurship and Innovation".





Top: APHERP celebrates the moving of its secretariat from the East West Center (Hawai'i, USA) to Lingnan University (Hong Kong) with the unveiling of a ceremonial plaque at CHER–HongKong. The International Academic Forum (IAFOR) was excited to partner with APHERP for this event. After this successful conference, IAFOR is looking forward to future opportunities to work with APHERP.

Below: Professor Ka Ho Joshua Mok, Vice-President of Lingnan University (left), and Dr Joseph Haldane, Chairman and CEO of IAFOR (right) deliver closing addresses following the plenary sessions. The two both expressed that the conference had been a great success, and that they enjoyed seeing so many scholars from around the world coming together in international, interdisciplinary academic pursuits.

Bottom left: A trio of musicians from Lingnan University entertain delegates at the Welcome Reception. Many delegates noted they enjoyed the opportunity to network at the Welcome Reception, and that the music helped to create a relaxing, informal atmosphere. **Bottom right:** Detail from the CHER–HongKong Programme.





Top left: Dr Zachary Walker, of University College London's Institute of Education, delivers the opening keynote to the 10th Asian Conference on Education (ACE2018), held in Tokyo, and attended by more than 550 people. Dr Walker's insightful Keynote Presentation, titled "The Things that Do Not Change", explained the importance of flexibility in responding to learner needs, but also the need to implement best practices as demonstrated by research in the field. **Top right:** Dr Andy Curtis, from Anaheim University (USA), and 50th President of TESOL International, gives a humorous and moving account of his journey as an educator and scholar, in a Keynote Presentation titled "Moving Forward by Going Back: Not Changing but Innovating", drawing on both personal experience and on a wide variety of intellectual inspirations, including the current relevancy of Thomas Dewey's work from more than hundred years ago.

Bottom, clockwise from top left: Professor Keith W. Miller, University of Missouri-St. Louis (UMSL), USA, delivers a Keynote Presentation titled "Sophisticated Machines and Innovative Education: Who (or What) Will Thrive?" in which he spoke of the role of AI, robots and their relationship with students and teachers in an interactive, and thought provoking speech. Dr Liying Cheng, from Queen's University, Canada, gives a wide ranging Keynote Presentation on "High-Quality Classroom Assessment in Times of Change: From Purposes and Uses to Tasks and Environments", which looked at new and innovative methods of assessment. Professor Ted O'Neill of Gakushuin University (Japan) is flanked by founding IAFOR Journal of Education editor, Dr Bernard Montoneri of National Chengchi University (Taiwan), and current editor, Dr Yvonne Masters from the University of New England (Australia). Professor O'Neill moderated a lively Featured Panel on "Thriving in Publication: Ethical Guiding Principles for Academic Publication".





Top left: Professor Kay Irie, from Gakushuin University, Japan, speaks about delivering change in conservative institutions as part of the Featured Panel Presentation on "Leadership and Innovation", chaired by IAFOR Chairman, Dr Joseph Haldane (not pictured). **Top right:** Professor Ljiljana Markovic, Dean of the Faculty of Philology at the University of Belgrade, Serbia, who spoke of the challenges facing a developing country, responds to a question during the same panel.

Bottom, clockwise from top left: Dr Kristin Palmer, Director of Online Learning Programs at the University of Virginia, USA, in the Featured Panel Presentation titled "Leadership and Innovation", delivers a perspective from a major US public research institution. Dr Peter McCagg, Vice-President of Akita International University, Japan, a small but highly ranked college located in rural Japan, talks of disconnect between the university's more global facing aims and its relationship with the local community. Professor Ljiljana Markovic is interviewed by prominent Serbian TV anchor, Svetlana Gurbor of Pinkova TV. Distinguished Professor Tien-Hui Chiang, of Zhengzhou University, China, delivers a thought provoking and controversial Keynote Presentation titled, "Teacher Competences Function as the Discourse of International Competitiveness within the Institutionalized Milieu in the Epoch of Globalization".





Top left: Professor Kaori Hayashi, a noted expert in the field of Japanese Media and Politics at The University of Tokyo, Japan, gives the opening Keynote Presentation on "Indifferent Publics – The Challenge of Japanese Media Today" at the ninth Asian Conference on Media, Communication & Film (MediAsia2018). **Top right:** Prominent Asian documentary filmmaker, Keiko Bang, gives a highly engaging multimedia Keynote Presentation on "Fearful Futures: Are we Awoke?". Bang has produced more than 50 award-winning documentary films, worked and for and with governments and non-profit agencies, undertaken projects to support refugees, and worked at some of the largest broadcast companies in the world, and she drew on this breadth of experience to deliver a truly memorable presentation.

Bottom, clockwise from top left: Professor Georg Adlmaier-Herbst, of the Berlin University of the Arts, Germany, delivers a Keynote Presentation titled "When All the Research Says Otherwise but Fear Remains: On the Role of Facts in Dealing with Future Fears", which looked at the intersections of psychology, behavior and media. Professor Yutaka Kubo from Waseda University, Japan, takes part in a Featured Panel Presentation on the state of film studies in Japan. The panel was moderated by Timothy W. Pollock, from Osaka Kyoiku University & Haboromo University of International Studies, Japan, who also served on the Organising Committee for MediAsia2018, helped to make the conference so successful. Professor Chie Niita, also from Waseda University, was another panel participant. Professor Kubo and Professor Niita provided deep insights built on their many years of respective experience, and thoroughly engaged the audience in discussion.





The IAFOR Global Innovation & Value Summit (GIVS2018) was held in Tokyo, and brought together some of the biggest names in government and business in Japan. Organised in association with JWT and *The Wall Street Journal*, the conference considered and contextualised questions of innovation and value with a focus on innovation ecosystems in the global, regional and local ecosystem of Japan.

Top left: Telecommunications pioneer, Dr Sachio Semmoto, Chairman of RENOVA, Inc. and founder of DDI (later KDDI), delivers the opening Keynote Presentation at GIVS2018, recalling his experience of innovation in Japan in the privatisation of the telecom industry. **Top right:** Oki Matsumoto, Managing Director & Chairman of the Monex Group gives his views on how government can help encourage innovation by keeping its distance.

Clockwise from bottom left: Motoko Imada, President and Founder of media group, Infobahn, Inc., talks of the challenges and opportunities of being a woman in business in Japan; Dan Sloan, Founder of the Nissan Global Media Center moderates the morning Keynote Panel; Student volunteers from Gakushuin University help welcome delegates to GIVS2018.





If the phrase "innovate or die" is true, then these "shinisei" businesses must be considered to be the most innovative in the world. This "Innovation in Japan's Heritage Industries" plenary session at GIVS2018 explored how innovation happens within heritage companies and what can be gleaned from these practices and applied to organisations that aspire to be similarly sustainable over the long term.

Top left: Masao Hosoo, President (11th Generation), Hosoo Corporation, talks about how his textile company uses both tradition and cutting edge technology in its products. **Top right:** Reverend Takafumi Kawakami, Zen Priest & Vice Abbot, Shunkoin Temple, Kyoto, has lectured around the world, including at MIT, on mindfulness and the continued relevance and role of religion in changing times.

Below left: Shuji Nakagawa, President & Craftsman, Nakagawa Mokkougai, which makes wooden objects, speaks about using innovation to introduce a new generation to traditional implements by reimagining them.

Bottom left: Hiroko Koide, External Board Director of Mitsubishi Electric Company, and Board Director for Business Strategy and Marketing at Vicela Japan Co. chairs the panel discussion. **Bottom right:** Rumiko Obata, Executive Vice President, Obata Sake Brewery, speaks of the innovative production and promotion practices she has employed to keep tradition and the rural brewery flourishing.





Top left: Japanese firms have been regularly regarded as inwardly focused, and averse to overseas business and competition, but this is not accurate, as there are many notable exceptions, including that of Mr Yuzaburo Mogi, Honorary Chief Executive Officer & Chairman of the Board, Kikkoman Corp. One of the true business giants of the past century, Mr Mogi was responsible for introducing soy sauce to the US market postwar, and to the building of the company into the food manufacturing giant it is today. Here he recounts his experiences of opening a new market to a traditional product, and how he helped create that market.

The second plenary panel at GIVS2018, on "The Multinational View on Innovation (Inbound/Outbound)", explored how Japan's leading companies define, measure, manage and inspire innovation both domestically and overseas with representatives from several leading Japanese companies. Panelists included Jin Song Montesano, Chief Public Affairs Officer, LIXIL Corporation (pictured above), and clockwise from left below, Masafumi Ishibashi, Chief Marketing Officer, Nestle Japan; Mandali Khalesi, Toyota Global Head of Automated Driving Mobility and Innovation; Ludovico Ciferri, President, Advanet. The panel was chaired by Ross Rowbury, President of Edelman Japan.





Prime Minister Shinzo Abe has pinned the future of Japan's economy on innovation, and while heritage and existing businesses must plan an important role in this embrace of growth and change, everyone is looking to Japan's start-up sector as the key driver of Japan's future growth. In the "Entrepreneurial Innovation in Japan" session at GLVS2018, panelists explored the unique elements of Japan's start-up culture, and how this is driving or dampening the country's future innovativeness.

Above: Kei Shimada, Director of Innovation, at IBM Innovation and Incubation Labs (left) and Tamaki Sano, General Manager of the Business Creation Department at Kirin Company, Ltd. (right) talk about creating and encouraging innovation and entrepreneurship within large corporations.

Below left: David Milstein, Partner, Head of Japan, Eight Roads Ventures, and prominent venture capitalist speaks positively of the investment environment of Japan. **Below right and bottom:** Marco Koeder, Digital Business Director at J. Walter Thompson, Japan chairs the panel, where David M. Uze, Co-Founder & CEO, Trillium Secure, Inc., strongly disagrees with the positive views of Japan's start-up environment, comparing it unfavourably with Silicon Valley.





Driving innovation and value creation across all earlier panels at GIVS2018 are the laws, regulations and overall policies set in place by the central and regional governments. Simultaneously, Japan's educational foundation is built on creating the proper environment and launching pad for innovative research and new entrepreneurs and innovators who will drive the future of innovation growth. This session explored how the Japanese government, as well as educational institutions, are working to foster both the spirit and environment to foster and develop future innovations.

Top left: Yoshimasa Hayashi, Minister of Education, Culture, Sports, Science, and Technology (2017-2018), & Member of the House of Councillors, Japan, talks as part of the panel, and outlined how the Ministry is preparing for "Society 5.0", where Artificial Intelligence both destroys and creates opportunities and employment. **Top right:** Yoko Ishikura, Professor Emerita, Hitotsubashi University, Japan, and Member of the Global Future Council at the World Economic Forum speaks on the need for immediate action to encourage innovation in Japan.

Clockwise from left below: Kosuke Motani, Chief Senior Economist of the Japan Research Institute, talks about regional regeneration in Japan in depopulated areas; Eikei Suzuki, Governor of Mie Prefecture, Japan, responds with success stories from Mie; David Hajime Kornhauser, Director of Global Communications, Kyoto University, Japan, moderates the session; Yoshiaki Ishii, Director of the Science, Technology and Innovation Bureau at the Cabinet Office gives another government view.





Above (and bottom left): Geoffrey Wexler, Chief, International Division, Studio Ponoc, Japan, and formerly of Studio Ghibli and Walt Disney, moderates the final session at GIVS2018, weaving together the insights and discussions from all previous sessions, and encouraged the remaining panelists to answer the key question under discussion throughout the entire Symposium: What is truly driving innovation and innovativeness in Japan today, and how will this develop and grow in the future?

Below left: Professor Philip Sugai, Professor, Doshisha University, Graduate School of Business, Japan, and Director of the OSIPP-IAFOR Research Center's Innovation and Value Initiative at Osaka University thanks delegates for attending the event.

Below right: Peter Landers, Tokyo Bureau Chief of *The Wall Street Journal* delivers a very thoughtful overview of the GIVS2018 summit in his closing remarks. *The Wall Street Journal* was the official partner of the summit.





Above left: Dr Alex Aguilar, Vice Rector for Outreach and Internationalisation at the University of Barcelona (left) and Dr Joseph Haldane, IAFOR Chairman and CEO, welcome delegates to The IAFOR International Conference on the City (CITY2018) held concurrently with The IAFOR International Conference on Global Studies (GLOBAL2018). The conference theme was “Fearful Futures” and the uncertain political future of the global city of Barcelona provided a stimulating backdrop for this conversation to unfold. **Above right:** Internationally acclaimed novelist and journalist, Liz Byrski of Curtin University, Australia, delivers a Keynote Presentation, considering her love-hate relationship with various cities in which she has lived, the reasons for fleeing from them, and the physical and emotional effects of being in any city. This address was a part of a “Cities we Fled” panel that also included addresses by Professor Sue Ballyn (opposite page above right) and Professor Donald Hall (opposite page bottom right).

Below (clockwise from top left): Dr Bill Phillips delivers a Keynote Presentation on “Catalonia’s Referendum on Independence from Spain”, contextualising the political crisis in Catalonia as part of a panel on the subject. Dr Phillips is head of the English and German Studies Department, and teaches English literature and culture, at the University of Barcelona, and also serves as a local councillor. Dr Cornelis Martin Renes delivers a thought-provoking keynote address, “¡A España no hay presos políticos! / In Spain there are no Political Prisoners!”, that looked at the way in which the Spanish government handled political and legal issues around the Catalan independence referendum. Dr Montserrat Camps-Gaset, a member of the Board of the University of Barcelona, and a Catalan native responds to questions on the issue of separatism and identity in Spanish politics, while Michael Strubell contributes a poignant analysis as a panelist in a Featured Panel Presentation “The Way and Wherefore of Spain’s Current Political Crisis: Catalonia... Again”.



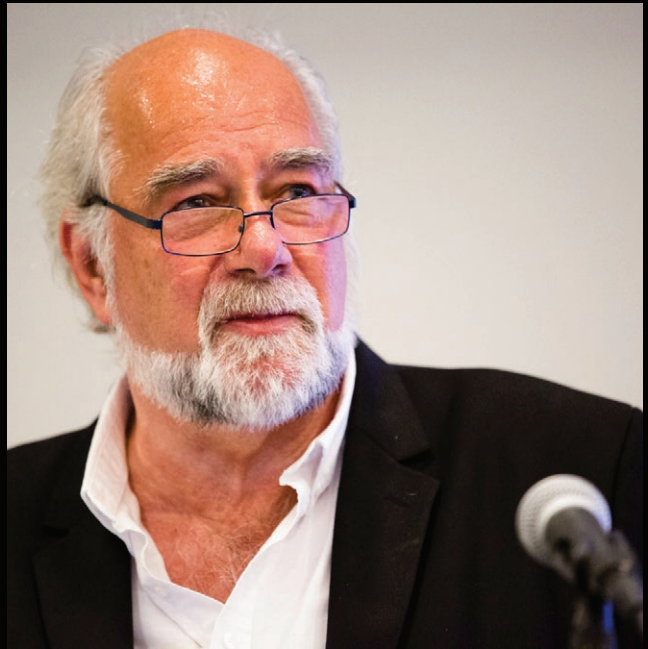


Above (from left to right): Professor Cynthia Schmidt-Cruz, Director of the Center for Global and Area Studies at the University of Delaware, after her her Keynote Presentation "Writing the City: Buenos Aires in New Millennium Crime Fiction", which looked at true crime as inspiration for fictional explorations. Phil Ball delivers a thought-provoking Keynote Presentation on "Football, Politics and the City". Mr Ball is one of the world's foremost football journalists, who has written award-winning and bestselling books during his career as a sports journalist. Professor Emerita Sue Ballyn, Founder and Honorary Director of the Centre for Australian and Transnational Studies Centre at the University of Barcelona, responds to questions from the audience during the Featured Panel Presentation "Cities we Fled".

Below (from left to right): Writers Phil Ball, Gloria Montero and Liz Bryski on a very wide-ranging panel entitled "How Can Writers Respond when the Future Looks Fearful?". Gloria Montero is a world-renowned novelist, playwright and poet, especially known for her play *Frida K.*, which has been performed globally.

Bottom right: Professor Donald Hall, Dean of the Faculty of Arts, Sciences & Engineering at the University of Rochester, delivers remarks as part of the "Cities we Fled" panel, where he talks of the societal, racial and generational fissures in the Deep South of the United States in the 1960s and 1970s. **Bottom left:** Conference attendees pose for a group shot outside the Aula Magna of the University of Barcelona.





Above left: Dr Thomas G. Endres responds to audience questions after his Keynote Presentation, "Classic Rock in the Year of Revolt: Using the Illusion of Life to Examine the Hits of 1968" at The European Conference on Media, Communication & Film 2018 (EuroMedia2018), held in parallel with The European Conference on Arts & Humanities 2018 (ECAH2018), in Brighton. Dr Endres is head of the School of Communication at the University of Northern Colorado, USA, and Executive Director and Editor-in-Chief of the Society for the Academic Study of Social Imagery. **Above right:** Professor Bruce Brown of the Royal College of Art, UK, delivers a wide-ranging and powerful Keynote Presentation on "Design and Democracy". Underscoring the "Fearful Futures" conference theme, Professor Brown presented ideas about how art and design intersect with politics and freedom, and how advancing technology impacts these relationships.

Below left: Dr James Rowllins enjoying the audience discussion following his Feature Presentation & Film Screening at The European Conference on Media, Communication & Film 2018 (EuroMedia2018). Dr Rowllins is currently a lecturer in the Humanities and the Arts Department at the Singapore University of Technology and Design, Singapore, which was established in collaboration with the Massachusetts Institute of Technology (MIT), USA. As Founding Director of the Brighton Rocks Film Festival, Dr Rowllins discussed the triumphs and challenges of starting a new film festival in the digital age before screening the "Best Short Film" of the 2018 Brighton Rocks Film Festival, *Alexanderplatz*, directed by Mark Nelson (below right), who is seen taking questions from the audience about his film.

Bottom: Delegates line up for a group photo outside the conference venue.





Above left: Dr Eddie Bruce-Jones, Deputy Dean at Birkbeck College School of Law, University of London, gives an engaging Keynote Presentation on “Contemporary Continuities: Racism, Populism and Migration” at The European Conference on the Social Sciences 2018 (ECSS2018) which was held in parallel with The European Conference on Sustainability, Energy & the Environment 2018 (ECSEE2018). Dr Bruce-Jones discussed ideas related to race in British colonialism, law, and populism drawing on his experience as a scholar of legal history. **Above right:** Professor Matthew Weait delivers a profound Keynote Presentation entitled “HIV – Environmental Phenomenon or Bodily Harm?”. Dr Weait, who is Professor of Law and Society, and Dean of the Faculty of Humanities and Social Sciences at the University of Portsmouth, in the UK, talked about societal and individual responses to the criminalisation of HIV and the stigma attached to the disease.

Below (clockwise): A group photo of attendees outside the conference venue. Dr Tom Houghton has a relaxed conversation with other delegates at The European Conference on Sustainability, Energy & the Environment 2018 (ECSEE2018) before giving his Keynote Presentation “Innovation for Low Carbon Energy: Are Power Utilities Ready?”. Dr Houghton, who has recently established a training program in Renewable Energy for Developing Countries with UNITAR, is Director of the MBA (Oil & Gas) at Curtin Graduate School of Business, Australia. The magnificent Royal Pavilion in Brighton, designed by John Nash and inspired by the Indo-Saracenic style of India.





Above left: Dr George D. Chryssides, Honorary Research Fellow in Contemporary Religion at the University of Birmingham, enjoying discussion with the audience after his Keynote Presentation "Unchanging Truth? – Not in the Study of Religion" at The European Conference on Ethics, Religion & Philosophy 2018 (ECERP2018). Dr Chryssides presented ideas on modern spirituality and the concept of change in the study of religion. Drawing on his vast experience, from completing his doctorate at Oxford, in 1974, to being Head of Religious Studies at the University of Wolverhampton, UK, from 2001 to 2008, Dr Chryssides was able to give in-depth analysis of how views on religion change through time. This Keynote Presentation underscored the conference theme "Surviving and Thriving in Times of Change". **Above right:** Held concurrently with ECERP2018, The European Conference on Psychology & the Behavioral Sciences 2018 (ECP2018) shared the same "Surviving and Thriving in Times of Change" theme. Here, Professor David Putwain delivers his Keynote Presentation, "Surviving High-stakes Exams: Do Teachers Help or Hinder?". As Director for the Centre of Educational Research in the School of Education at Liverpool John Moores University and Chair of the Psychology of Education Section of the British Psychology Society, Professor Putwain is a noted expert on the psychology of education, and the audience showed a keen interest in the lively discussion following the address.

Below: Dr Joseph Haldane, Chairman and CEO of IAFOR, poses with conference scholarship award winners.

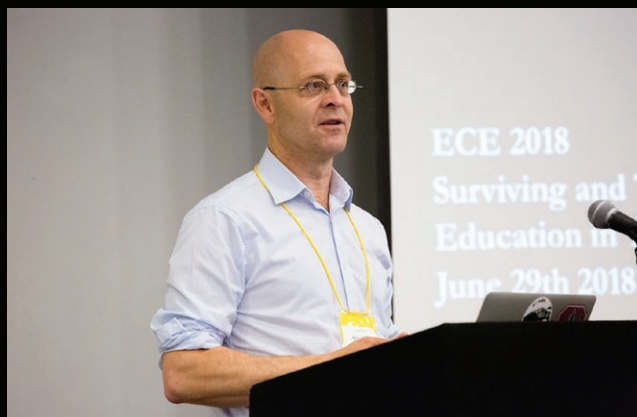
Bottom: Delegates outside the conference venue enjoying the summer sun in a group photo.





Above left: The Karl Mannheim Chair of Sociology of Education at University College London's Institute of Education, Professor Louise Archer gives an insightful Keynote Presentation, entitled "It's Interesting, but Not for Me': Understanding what Shapes Student Subject Choice and Career Aspirations Age 10-18", to delegates at The European Conference on Education (ECE2018), and answers questions from an engaged audience. ECE2018 was held in parallel with The European Conference on Language Learning (ECLL2018). **Above right:** Dr Annamaria Pinter, of the University of Warwick, answers questions following her Keynote Presentation, "Children Working as Co-Researchers and Researchers – Possibilities and Challenges". Dr Pinter shared thoughts from her books and publications on second language acquisition in childhood.

Below (clockwise): Professor Anne Burns delivers her Keynote Presentation at ECLL2018, "Teacher Tales: Context-Embedded Language Teacher Professional Development" in which she discusses sustaining teacher professionalism, and professional development accounting for location. Professor Burns, armed with scholarship and international teaching experience, shared insights into the value of learning in the context of where one works. Dr Björn Åstrand, of Sweden's Umeå University, delivers his Keynote Presentation "Teaching in Times of Change – To Nurture the Essentials for a Thriving Education", before a large and engaged audience. Professor Mario Novelli, from the University of Sussex, UK, enjoys the discussion after his Keynote Presentation, "Education, Conflict & Peacebuilding: Transcending Negative Peace, Peace Education & the Global Education Agenda". Professor Novelli shared findings from his research for UNICEF on education in times of conflict and how it connects to peacebuilding. Professor Brian Hudson, Professor of Education and Head of the School of Education and Social Work at the University of Sussex, and an Organising Committee member, addresses the audience at ECE2018.





Above: Dr Megumi Rosenberg of the World Health Organization (WHO) engages with the audience in a “Health Across the Lifecourse” plenary panel at the Asian Conferences on the Social Sciences (ACSS2018), Sustainability, Energy and the Environment (ACSEE2018), and Aging and Gerontology (AGen2018), while Hiroshi Ishida, Professor of Sociology, in the University of Tokyo, looks on. Held in June, under the umbrella theme of “Surviving and Thriving”, Kobe is also home to the WHO Centre for Health Development, which although based in Japan, is fully part of the WHO’s headquarters in Geneva. The panel was chaired by James W. McNally, Research Scientist at the University of Michigan.

Below left: Philip Sugai of Doshisha Business School, Japan, delivers a featured presentation titled “Towards a Universal Standard of Value through Blockchain” in which he speaks of his work creating and testing a theoretical model for the application of blockchain technology to marketing practice with the aim of deepening scholarly and practical knowledge of how value is created, measured and managed for customers, firms, employees, partners, society and the planet. **Below right:** Lowell Sheppard, Asia Pacific Director of the HOPE International Development Agency, delivers a featured presentation on “Surviving and Thriving”, drawing on his experience working in and writing about intensely dysfunctional communities, the result of war, disaster and extreme poverty.

Bottom left: Professor William Baber of Kyoto University’s Graduate School of Management, Japan delivers a workshop presentation introducing and review some general aspects of negotiating in professional contexts. **Bottom right:** Kathryn M. Lavender, a project manager at the National Archive of Computerized Data on Aging (NACDA) at the University of Michigan engages with attendees of a featured data research workshop.





Above: The Asian Conferences on Cultural Studies (ACCS2018) and Asian Studies (ACAS2018) were held concurrently under the theme "Fearful Futures: Cultural Studies and the Question of Agency in the Twenty-First Century" at the Art Center of Kobe in May. Here Haruko Satoh chairs a plenary panel titled "Fearful Futures: Rescuing Asian Democracy". Professor Satoh is professor at Osaka University's School of International Public Policy (OSIPP) where she lectures on Japan's relations with Asia and identity in international relations, and co-director of the OSIPP-IAFOR Research Centre. The panelists from left to right are Colin Dürkop, Visiting Fellow at Kyoto University, Japan and formerly of the Konrad-Adenauer-Stiftung (KAS); Pavin Chachavalpongpun, a leading Thai public intellectual, who is also associate professor at Kyoto University's Center for Southeast Asian Studies; and Takuma Melber, coordinator of the Master's programme Transcultural Studies Programme at The University of Heidelberg.

Below left: Helen Gilbert, Professor of Theatre at Royal Holloway, University of London, delivers a keynote on "Indigenous Resurgence and Environmental Justice on the Global Stage". **Below right:** Vinay Lal is Professor of History and Asian American Studies at UCLA, and one of the world's foremost scholars of Indian history, historiography, and culture in India. In a wide-ranging lecture on "The Challenge of the Global South" he highlighted what he termed the challenge of Bandung, which is to try to understand whether the Global South can mount an intellectual and socio-cultural defence that would facilitate the conditions for an ecologically genuine survival of plurality. **Bottom left:** Poet and academic Tammy Lai-Ming Ho of Hong Kong Baptist University answers questions following her keynote on "Poetic Resistance and Empowerment", which looked at how Western literature and culture are incorporated into the expression of a unique Hong Kong identity. **Bottom right:** Donald E. Hall, Dean of Lehigh University's College of Arts and Sciences, delivers a keynote presentation discussing the city of his birth: Birmingham, Alabama (USA), which encouraged the audiences to consider their own relationship with their own cities as sites of pleasure and pain.





Above left: Professor Diane Hawley Nagatomo of Ochanomizu University, Japan, delivers the opening Keynote Presentation at The Asian Conference on Language Learning (ACLL2018), held in Kobe, Japan. The conference theme was "Surviving and Thriving: Education in Times of Change", and Professor Nagatomo reflected this in her address exploring questions of gender, and personal and professional identity among Western female English Language Teachers in Japan "Surviving and Thriving in the Gendered Waters of Japan: Ten Women's Stories". **Above right:** The second Keynote Speaker was Professor Bonny Norton of the University of British Columbia, Canada, who joined the conference by video link, and also tackled questions of identity in her insightful Keynote Presentation on "Identity and Language Learning in an Unequal Digital World".

Below left: Professor Ken Urano of Hokkai-Gakuen University, Japan, listens to questions following his Featured Presentation at ACLL2018, titled "Task-Based Language Teaching in an English for Business Purposes Program". **Below right:** Professor Emerita Judy Noguchi delivers a Featured Presentation on English for Specific Purposes (ESP) entitled "A New Paradigm for English Language Teaching in Asian Contexts". A Professor Emerita of Kobe Gakuin University, Judy Noguchi served as the first Dean of its Faculty of Global Communication. She served as Vice-President of JACET (The Japan Association of College English Teachers) from 2015 to 2017 and as President of JACET Kansai Chapter from 2010 to 2015.





Above left: Professor Umberto Ansaldi, Chair of the School of Humanities at The University of Hong Kong, delivers a wide-ranging keynote that looked at controversial questions of language preservation and conservation in "Heritage in Language?", as part of a plenary panel on Language and Heritage. The panel explored issues surrounding the role of heritage languages in contemporary society and education, both from theoretical perspectives as well as practical solutions. **Above right:** Dr Lisa Lim, Head of the Department of English and at the University of Hong Kong and a noted scholar on the sociolinguistics of globalisation, delivered a keynote on "Heritage in Language: Nurturing Collective, Socially Relevant and Transformative Research in Education". Here she is pictured in an exchange during the moderated panel which followed both presentations.

Below left: Professor Steve Cornwell IAFOR President, also Vice-President of Osaka Jogakuin University, Japan, takes part in a Featured Panel Presentation on "Language Learning in a Time of Complexity and Change" at ACLL2018, which asked and encouraged delegates to reflect and draw on their own experiences in language learning education. **Below centre:** Professor Ted O'Neill of Gakushuin University, Japan, and an IAFOR Vice-President, speaks as part of the same panel on his experience helping to found a new faculty at the university. **Below right:** Professor Jo Mynard, Director of the Self-Access Learning Centre (SALC) at Kanda University of International Studies (KUIS) in Japan in a light-hearted moment engaging with a member of the audience in the same panel.



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Kansai Resilience Forum 2019

On February 22, 2019, the Government of Japan, in collaboration with The International Academic Forum (IAFOR), held the Kansai Resilience Forum 2019, which became a major international and interdisciplinary platform for extensive discussion on resilience and its role in society, the globalising economy and disaster risk reduction.

The Kansai Resilience Forum took place at the Hyogo Prefectural Museum of Art, Kobe, comprised of three panel sessions on Disaster Risk Reduction Strategy, Resilience and Society, and Resilience and the Globalising Economy as major topics, and culminating in a Special Keynote Presentation by world renowned architect, Tadao Ando, who designed the event venue following the Great Hanshin Earthquake of 1995 as a symbol of both renewal and recovery.

The Forum was opened by Tomoaki Ishigaki of the Prime Minister's Office of Japan on behalf of the Government of Japan; and Joseph Haldane, Chairman and CEO of IAFOR, who highlighted the significance and timeliness of the discussion for both Japan and the global community.

kansai-resilience-forum.jp

Panel I: Disaster Risk Reduction Strategy



Panel Session I addressed the issues of disaster risk reduction strategies and how Japan can aid other disaster-prone areas. It was moderated by **Peng Er Lam** of the National University of Singapore, whose central point was that resilience is created through joint efforts of the local communities, national governments and international collaboration of regions under threat of natural disasters.



Yuki Matsuoka, the Country Head of The United Nations International Strategy for Disaster Risk Reduction (UNISDR), Japan, shared, among other issues, the UN's experience and expertise in disaster risk management speaking about the "shift from considering stakeholders as vulnerable victims to agents of change and focus on empowerment and inclusion" in building up resilience.



Shotta Hattori of Kozo Keikaku Engineering, Japan, spoke about simulated evacuations and the social value of their results which help study social psychology and human behaviour in times when disasters hit people's habitats.



Satoru Oishi of Kobe University / RIKEN, Japan, gave insight into how supercomputers and other state-of-the-art technologies are used for enhancing urban planning, evacuation and rescue strategies through complex modelling. Kobe is home to the K computer, one of the world's most powerful supercomputers.



Ljiljana Markovic of the University of Belgrade, Serbia, stressed the role of lifelong education in building up a resilient society. She also laid special emphasis on invaluable support the people of Serbia have been receiving from Japan in terms of rescue assistance, healthcare development and educational exchange, underlining the importance of international cooperation. As a way of recognising this aid, when Japan was struck by the March 11, 2011 earthquake, the Serbian people responded quickly and generously and were among the largest European donors of aid to Japan.



Haruko Satoh of Osaka University, Japan, summarised the panel by underlying the importance and timeliness of the Forum which has been able to showcase how Japan approaches disaster risk management, how it bounces back, what experience it has and most importantly how this is shared with the rest of the world.

Panel II: Resilience & Society



Panel Session II had Resilience and Society as its theme and was chaired by **Richard Lloyd Parry**, the Asia Editor of The Times, who has covered tsunamis and nuclear disasters in Japan, among other topics. He looked at the role of resilience in society, both positive and negative, in response to emotionally difficult situations.



Tomohide Atsumi, a professor of psychology at the Faculty of Human Sciences of Osaka University, Japan, addressed the issue of volunteerism and human support in dealing with the aftermath of natural disasters. He gave an example of the Pay-It-Forward Network, when the survivors of a previous disaster help those of the current one. He spoke of how this volunteerism organically occurred in Kobe in 1995, and of how this has become more formalised in the present day.

(Continued on the following page.)



Hideki Sumioka of Hiroshi Ishiguro Laboratory, Japan, spoke about the help of robots in increasing resilience in society, showcasing the effectiveness of robots through interpersonal touch in interaction with elderly people, children and those who need stress relief. An interesting finding of the Laboratory is that their Telenoids, robots with a minimal human design, can be successfully used across cultures, which was proven in an experiment at a caretaking facility in Denmark. Japan is a world-leader in robotics and AI, and in an aging society, such technologies can help augment the human experience.



Hiroshi Okumura of Kobe University, Japan, stressed the significance of "memory preservation in a stricken area for the formation of a strong community against a disaster" as historical records are pivotal for accumulating and sharing experience. This is especially important in areas ravaged by both human and man-made disasters and has implications and lessons far beyond Japan.



Monty P. Satiadarma of Tarumanagara University, Indonesia, looked at the concept of resilience from a psychological angle, explaining how natural disasters affect people's mental and emotional state and giving practical advice on how to deal with survivors. Dr Satiadarma is a leading clinical psychologist who treated children suffering PTSD following the 2004 Aceh earthquake and tsunami.



Lowell Sheppard, Asia Pacific Director of the HOPE International Development Agency, Japan, used the example of tsunami stones, benchmarks that reminded people of the traditional lines below which it is unsafe to build, to examine the role and importance of oral history and education in passing on ancient experiences.



A lively discussion followed the panel addressing the questions of the importance of leadership in resilience, how disasters can change societies, what changes are necessary for Japanese society and how modern technology and robots could be implemented in disaster management in more efficient ways.

Panel III: Resilience & the Globalising Economy



The third panel was dedicated to the correlation and interplay between resilience and the globalising economy. The panel was chaired by **Brad Glosserman** of Tama University, Japan, who raised the issue of globalisation changing the ways societies are organised. He stressed that facing various problems that modernisation brings, combined with exposure to natural disasters, Japan might well see resilience and promotion of resilience as its national purpose in a postindustrial and postmodern world.



Atsushi Iizuka of Kobe University / RIKEN, Japan, talked about the partial application of big data and super computers in enhancing the resilience of cities and emphasized the importance of private/public partnerships that allow investment in big urban projects to make cities safer, better and smarter.



Ray Klein of Tekinvest KK, Japan, looked at various perceptions of resilience and its representation in the Japanese society. He outlined that resilience can be traced in how Japan manages its growth and aging of its population, in revitalisation and modernisation of older areas, and in how newer generations approach traditions.

(Continued on the following page.)



Thomas Mayrhofer of the Intercontinental Hotels Group, Japan, spoke on how the hospitality industry can help by becoming an active actor in the community in times of crisis, opening its doors to survivors and providing supplies and shelter to them. He also stressed the major role of communication between national and regional services and international tourists, and explained despite difficulties. Japan was able to quickly recover its key transportation and economic infrastructure from the heavy rain and typhoon last year.



Takenosuke Yasufuku of Kobe Shushinkan Breweries, Japan, situated in the largest sake production region in Japan, talked about how damage caused to his brewery was devastated by the earthquake of 1995, and reopened in 1997 after strenuous effort. He underlined the role of business in coping with the aftermath of natural disasters showcasing how the brewery supplied local communities with basic necessities such as water from their processing facility.



Tasuku Kuwabara of McKinsey & Company, Japan, spoke about how resilience matters for Japan's development, and its potential in further growth and innovation. He stressed that Japan not only recovers from natural disasters, but also moves further in its development using distinctive technologies that should be shared both inside and outside the country.



The panel was followed by an in depth discussion on the perception of resilience as a concept in and outside Japan and what is unique to Japan and could be exported to the outside world; whether there is a platform for Japanese communities, businesses and individuals to share the experience gained in natural disasters; whether Japanese resilience is effective for international guests, workers and students inside the country, who should be the agent to enhance resilience and decide how it should be communicated to the local and international community.

Special Keynote Presentation: Tadao Ando



The Forum closed with a Special Keynote Presentation by world-famous architect **Tadao Ando**, who emphasised the link between art, architecture and resilience and its impact on communities, and the role each member of a community can play in increasing social resilience, stressing the importance of education. The Hyogo Prefectural Museum of Art was designed by Tadao Ando after the Great Hanshin Earthquake of 1995 as a symbol of memorial and overcoming tragedy, as well as one of beauty, looking to the future. The Director of the Hyogo Prefectural Museum of

Art, **Yutaka Mino**, a renowned museum director and curator, moderated the session.



The Kansai Resilience Forum provided a platform for re-examining resilience from interdisciplinary perspectives and paradigms, from the abstract concept to the concrete, with contributions from thought leaders in business, academia and government. The discussions were wide-ranging, in-depth and thought-provoking. Participants echoed the views from different perspectives that Japan is always working to improve, leads the world in disaster risk management and response. They also pointed out that Japan can share its experiences and expertise with the world, through its continued engagement

in business and development, and in such forums as these.

We thank all of those who took part in the Kansai Resilience Forum 2019, and would like to express our gratitude to Osaka University, Kobe University, and the Hyogo Prefectural Museum of Art.

For more information please visit: kansai-resilience-forum.jp

Photography by Thaddeus Pope, IAFOR.

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.

Innovation and Value Initiative

www.iafor.org/innovation-and-value-initiative/



Innovation and Value Initiative

More than ever, solutions to the transnational challenges, from climate change, sustainability to refugee crises, are in need of radically new approaches that depart from the present institutional limitations of global governance. Interdisciplinary and cross-sector collaboration, between science/technology and the humanities or public and private sectors, in search of new values and models of how we conduct businesses, produce food or even live, are recognised widely as the way forward, as has been demonstrated in the United Nations' Sustainable Development Goals (SDG) that usefully combines the achievements of the Millennium Development Goals (public) and Global Compact (private sector).

Moreover, as the world confronts the limits of Western concepts of innovation and the value that these bring, other unique, sustainable and inclusive models of innovation may have important and globally applicable lessons that could guide the future of innovation and value creation initiatives around the world. Even though global connectivity has been greatly enhanced, there are local or regional pockets of ecosystems with demonstrated capacities to survive over centuries, and yet these are hardly recognised or properly integrated into the theoretical underpinnings that inform international practices and policies.

As a way to take part in this global endeavour to renovate the current international system and create new values, the IAFOR Research Centre is proud to announce the Innovation and Value Initiative that will start as a three nodes project in the following areas: Value and International Economy, Value and International Politics and Value and Social Innovation.

Lead Researchers

- Haruko Satoh – Professor, OSIPP, Osaka University, Japan
- Philip Sugai – Professor, Doshisha University, Graduate School of Business, Japan
- Toshiya Hoshino – Ambassador and Deputy Permanent Representative of Japan to the United Nations

About the Initiative

The purpose of the Innovation and Value Initiative is to explore the drivers, processes and outcomes of innovation and value creation across countries, markets, industries and sectors and identify the drivers that foster the most healthy innovation and value-creating ecosystems across (1) heritage businesses, (2) multinational companies, (3) entrepreneurial startups, (4) educational institutions, (5) governments, (6) NGOs and NPOs. This initiative will also foster mature conversation between leaders across these fields and industries, and will address the questions of “what is innovation?”, “what is value?” “what are innovation ecosystems?” and what we mean by these terms in context.

The initiative will be comprised of the following elements: research, education, dissemination (working papers, workshops and conferences), and initiate collaborative implementation projects with businesses, local, regional or international NPOs and/or international organisations (for example, the humanitarian use of blockchain technology). The three nodes, “Value and International Economy”, “Value and International Politics”, and “Value and Social Innovation” will have each have its independent research component, but the researchers will also work closely to share findings, team teach for classes at OSIPP, integrate their works at implementation level or producing policy recommendations where possible and practicable, and plan new collaborative projects.

Project Nodes and Teams

Value and International Economy

Lead Researcher

- Philip Sugai – Professor, Doshisha University, Graduate School of Business, Japan

Associated Researcher(s)

- John Beck – President, North Star Leadership Group

Value and International Politics

Lead Researcher

- Haruko Satoh – Professor, OSIPP, Osaka University, Japan

Associated Researchers

- Toshiya Hoshino – Ambassador and Deputy Permanent Representative of Japan to the United Nations
- Peng-Er Lam – Senior Research Fellow, East Asian Institute, National University of Singapore, Singapore

Value and Social Innovation

Lead Researcher

- Toshiya Hoshino – Ambassador and Deputy Permanent Representative of Japan to the United Nations



Innovation and Value Initiative

United Nations STI Forum 2018 Report

IAFOR collaborated with the United Nations in the hosting of a special session at the Third Annual Multi-stakeholder Forum on Science, Technology and Innovation for the Sustainable Development Goals (STI Forum 2018) at the United Nations Headquarters in New York on June 6, 2018.

Dr Joseph Haldane, Chairman and CEO of IAFOR, co-moderated the Official Meeting, a roundtable session on Innovators and Investors, and focussed on questions at the intersection of innovation and value, including "Impact investing"; investments made into companies, organisations, and funds with the intention to generate social and environmental impact alongside a financial return. The chair of the meeting was Japanese Ambassador to the United Nations, His Excellency Dr Toshiya Hoshino.

Dr Haldane said: "For IAFOR, impact investing is a particular area of interest in regards to the funding of research in higher education, and dovetails with the work we will be doing within the IAFOR Research Centre at the Osaka School of International Public Policy (OSIPP) at Osaka University, as part of our new Innovation and Value Initiative, and also with The IAFOR Global Innovation & Value Summit 2018 (GIVS2018) to be held in Tokyo later this year." He added that "it is a great recognition of IAFOR to have been invited to collaborate, and we are honoured to have been asked to work with the United Nations at this important event, and look forward to working with the UN and other stakeholders in the support of Science, Technology and Innovation for the Sustainable Development Goals (STI-SDG)."

Dr Haldane, who teaches on the postgraduate Global Governance course at OSIPP, and is an Expert Member of the World Economic Forum in this area, was also keen to raise the issue of governance and policy implications of the uses of blockchain technology. In his introduction to the panel, he suggested that the use of blockchain, given its verifiability and the transparency of transactions might have a positive effect on systems of governance. This might be especially important at a time when the rules-based international system, exemplified by institutions such as the United Nations, are being challenged.

Image | Dr Joseph Haldane, Chairman and CEO of IAFOR, co-moderates a roundtable session on Innovators and Investors at the United Nations Headquarters in New York.

Reviewers

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

We are grateful for the time, effort and expertise donated by all our contributors.

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Notes

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May 16–18, 2019

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(acll.iafor.org)

May 20–22, 2019

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

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

May 24–26, 2019

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

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

October 25–27, 2019

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

October 31 – November 03, 2019

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

November 03, 2019

The Asian Undergraduate Research Symposium
(aurs.iafor.org)



Brighton, UK

July 05–06, 2019

The European Conference on
Psychology & the Behavioral Sciences
(ecp.iafor.org)

The European Conference on
Ethics, Religion & Philosophy
(ecerp.iafor.org)

July 09–10, 2019

The European Conference on the Social
Sciences
(ecss.iafor.org)

The European Conference on
Sustainability, Energy & the Environment
(ecsee.iafor.org)

July 12–13, 2019

The European Conference on Arts & Humanities
(ecah.iafor.org)

The European Conference on
Media, Communication & Film
(euromedia.iafor.org)

London, UK

July 19–21, 2019

The European Conference on Education
(ece.iafor.org)

The European Conference on Language
Learning
(ecll.iafor.org)

Hong Kong

November 08–10, 2019

The IAFOR Conference for Higher Education
Research – Hong Kong
(cher-hongkong.iafor.org)

The Asian Conference on the Liberal Arts
(acla.iafor.org)

Hawaii, USA

January 10–12, 2020

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

The IAFOR International Conference on
Sustainability, Energy & the Environment – Hawaii
(iicseehawaii.iafor.org)

Introducing the IAFOR Research Centre at Osaka University, Japan

The IAFOR Research Centre (IRC) is a politically independent, international and interdisciplinary think tank based at the Osaka School of International Public Policy (OSIPP), at Japan's Osaka University, that conducts and facilitates international and interdisciplinary research projects. The main focus is to encourage mutual international and intercultural understanding and cooperation in line with IAFOR's mission of encouraging interdisciplinary discussion, facilitating heightened intercultural awareness, promoting international exchange, and generating and sharing new knowledge.

The IRC helps to nurture and capacity build by encouraging students to take part in international conferences and research projects, in line with the Osaka University's Global 30 commitments from Japan's Ministry of Education, Culture, Sports, Science and Technology (MEXT).

For more information about the IAFOR Research Centre visit:
www.osipp.osaka-u.ac.jp/iaforresearchcentre/



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